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ABSTRACT

This report details the research activities conducted by San Antonio College (SAC) as a subcontractor of Project FOLLOW-UP, in the design, development, and implementation of a graduate follow-up system. Numerous information gathering techniques, including personal interviews and follow-up questionnaires, were attempted. Four different groups of graduates were studied to generate follow-up information as well as to provide data regarding the efficacy of various data collection techniques. SAC found that a follow-up schedule that included an initial mailing of a cover letter and a questionnaire, followed by a reminder postcard, a second cover letter and questionnaire, and a final strongly worded cover letter and questionnaire, each at ten-day intervals, was an effective means of conducting a graduate follow-up study. Response rates for the four separate groups studied ranged from 57.9% to 82%. Local computer programs and the Statistical Package for the Social Sciences (SPSS) both were used in SAC's data analysis and this combination is recommended for use at other colleges. Recommendations for follow-up study design, study related data and materials, and the survey instrument are appended. (JDS)

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By San Antonio College

PROJECT FOLLOW-UP

MANAGEMENT INFORMATION SYSTEM

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GRADUATE FOLLOW UP

By

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CHAPTER 1

PURPOSE

HISTORY

As a result of the Texas Advisory Council for Technical-Vocational Education's recommendation to the State Board of Education, a legislative mandate provided funds, through Texas Education Agency, to be used for the purpose of developing a system of follow up of students who enter a Texas public junior college. Tarrant County Junior College was awarded the contract and was charged with the responsibility of developing such a system.

Seven other Texas junior colleges received subcontracts from Tarrant County Junior College to assist in developing various sections of Project Follow Up. San Antonio College was chosen to develop and recommend a follow-up system for all graduates.

GENERAL OBJECTIVES

The objectives were to design, test, and develop a follow-up module on all academic and vocational-technical graduates in order that:

A. A standard follow-up system, adaptable to each college's individual needs, can be developed for all community colleges.

B. The local college administration can use the resulting information in its decision making processes for institutional planning.

C. The colleges can be facilitated in the collection, identification, and reporting of statistics to local, state, and federal agencies.

D. Department chairpersons can use the information obtained for evaluation and necessary program modification.

SPECIFIC OBJECTIVES

A. Prepare students for future follow up through the use of various methods and techniques.

B. Establish the exact time that a graduate should be followed up.

C. Determine the extent to which a graduate should be followed up in relation to whom should be contacted for the best and most correct information.

D. Design, develop, and test the feasibility of various instruments for effective follow up.

E. Determine types of information needed from the follow-up studies.

F. Develop methods of information retrieval.

G. Design, develop, and test various manual and automated recordkeeping and information storing devices.

H. Evaluate the relationship of follow-up information and program goals.

I. Determine the relationship of follow-up information and institutional goals.

J. Develop a system of reporting information gained from the research to the desired departments and administration for local decision making.

CHAPTER 2

FOLLOW UP OF 1972 - 1973 - 1974 GRADUATES

(First Follow Up)

STATEMENT OF ACTIVITIES

Before the contract actually began, the staff for this office was selected, the office established, and the outline of activities developed. This prior planning allowed us to immediately begin the main portion of our subcontract.

The first activity consisted of gathering as much information as possible from many locations. This included writing many different agencies in various states in order to obtain information on what had already been tried, tested, and accomplished. After much research in these areas, we decided to use parts of several successful follow-up studies rather than to do extensive testing of our own ideas, forms, and research methods. Upon the completion of our instrument for follow-up research, we concentrated our efforts on developing a long-range plan for our follow-up activities.

PROCEDURES AND DEVELOPMENT OF INSTRUMENT

Because this subcontractor had only limited experience in follow-up research, we decided the first step was to see "what everyone else was doing." Many local, state, and federal agencies responded with enthusiasm. Much research in the area of development of a system of follow up for graduates either had been completed or was in the process. Many different ideas have been tested with various types and styles of response-gathering devices. The questionnaire seemed to be the method used by most of the researchers.

All department chairpersons at San Antonio College were personally contacted in order to get them involved in the follow-up process. They were asked to contribute ideas and suggestions as to what was felt ought to be included in a follow-up instrument. The majority of the responses were both positive and helpful.

Letters were written to all the community colleges in Texas asking for their opinions as to what should be included on a follow up and how a follow up should be conducted.

As the vast amount of printed material has come through this office, it has been read, and the suggestions and comments have been written down. These suggestions were categorized into the following topics: preplanning, conditioning of students, cover letter, design of questionnaire, pretesting, questionnaire follow up, bias, and information analysis. (See Appendix A) This researcher feels that before a follow-up research program is begun, the researcher should spend quite a bit of time directing his efforts toward seeking past activities, comments, and suggestions of other researchers and incorporating the valid results into his own research. This is much more advantageous than using the trial-and-error method in experimenting and developing a follow-up system.

Although our original plan was to design and develop our own follow-up questionnaire, so many good ones were already available that we decided to adopt the best ideas and techniques from those. After our final questionnaire was completed, it was tested on several graduates who were then employed at SAC. After a personal interview with each cooperating graduate, a few questions and comments were rephrased. Then the questionnaire was resubmitted to the same graduates. After a completely positive response was received, a final copy of the research instrument was printed. (See Appendix B)

During the completion of the final questionnaire, the Project Secretary and Student Assistant obtained the names and addresses of all the graduates during the school years 1972, 1973, and 1974 from the registrar's office. Envelopes were addressed for each, using the last known address. The questionnaire, along with a stamped, self-addressed return envelope, was enclosed. The plan of strategy called for the questionnaire to be bulk mailed on March 17, 1975. A daily tabulation of the number of returned questionnaires was kept.

The list of graduates whose questionnaires were returned because of wrong addresses or other reasons was taken to the registrar's office in order to locate other addresses the students might have given. New addresses were found for approximately 30 percent of those returned. New questionnaires were mailed to these new addresses by first-class mail.

The next step in the follow up called for a reminder card (Appendix C) to be mailed during the week of April 7-11, 1975, to those graduates who had not returned the questionnaires.

Those graduates who did not reply to the questionnaire by April 21, 1975, were mailed another questionnaire, a reminder letter (See Appendix C), explaining the importance of the survey, and a self-addressed, stamped return envelope. The research had a cut-off date of June 1, 1975, after which time the questionnaires received were not used in this research. There have been approximately 60 questionnaires returned since the cut-off date.

INFORMATION ANALYSIS

After the cut-off date, the returned questionnaires were separated by the graduate's year of graduation and degree received. The responses were then hand tabulated and the results recorded. These results, in table form, are presented in Appendix D.

It is realized that this analysis is incomplete because of the method of tabulation. The responses in each category were hand tabulated. With this volume of statistical date much more can be learned by the use of a computer assisted method of tabulation. This allows for more extensive comparison of information gathered from those graduates who fall into the various categories.

PROBLEM AREA

One problem that was encountered was the wrong mailing addresses for the graduates. We had seven percent of our original mailing returned. There are at least three places on campus that have students' addresses. It is possible for all three places to have different addresses. We used the addresses given on the graduate's application for graduation. Solution: Obtain a "permanent address" for each student at the time of his enrollment into college. This address would be that of a parent or relative who would be willing to forward the mail if a current address was not known.

Question A-1 generated more indignation on the part of respondents than any other. However, those of us who have to fill out federal and state reports realize that this question is a must and that it needs to be asked. Solution: Leave it as it is or determine the graduate's ethnic background before he leaves the college from the application for graduation.

Question B-1 and B-2 created more problems for us than any other question. Over twenty percent of the respondents were in error about the date they graduated and/or the degree they received. Solution: Omit these two questions. Because this information is already known, we should code the questionnaire by using a number or color in order to recognize the respondent's graduation date and degree with actually asking for them.

Questions B-5, B-6, and B-7 had a lower frequency of response than the other "mandatory" questions. We believe this was due to the placement of the questions on the page. Solution: Redesign the questionnaire so that all the questions are aligned on the left margin rather than some of them starting at the center of the page.

There were two very important questions that were omitted from Section D. They were, "Where do you work?" and "What is your present job title?" Solution: Ask these two questions.

Question D-4 by itself is of limited validity. We need to know how long a person has been on the job and how many years of experience they have had. The highest paid respondents were policemen and firemen who had been on the job for quite some time. Solution: Ask how long they have been on this job and how many years experience they have.

In question D-5, the most common response was omitted. This was, "I was already employed before attending SAC." Solution: Make this response one of the answers.

Question E-1 needs rewording. Some of the wording is ambiguous, and the responses are not in the best order from top to bottom. Solution: Rewrite the answer choices.

Question E-4 does not give all the information that is needed Solution: Change the "yes" response to "Yes, I changed from ____ to ____."

Question E-6 is slanted toward the technical graduates. Solution: Add more valid evaluative criteria for the academic graduates.

The follow-up letter and questionnaire created a small problem in that it failed to inform the respondents to disregard the reminder questionnaire if they had already returned the previous one. Many respondents filled in and returned both questionnaires and then berated us in the comments section for poor recordkeeping. Solution: Tell them in the cover letter of each reminder mailout that it is not necessary to complete the second questionnaire if they have already mailed the first one.

Another problem area was the establishment of a cut-off date. We established the original cut-off date of seven days after the last mailing. Some later comments were that the graduates did not return the questionnaires because the cut-off date had already passed. We then extended our final cut-off date to June 1, 1975, but did not inform the graduates of that change. We received several additional responses after the cut-off date. Solution: Establish a time schedule but do not inform the graduates of the cut-off date.

An area that was not asked about was the differentiation between the graduates who were enrolled in the day and the evening division. At SAC the day division and evening division enrollment is approximately the same each semester. For better college planning, it would be good to know what percent of the graduates completed their education mainly in the evening division as compared to the day division. Solution: Add the statement, "While at SAC, I took most of my courses in the ( ) Day Division or in the ( ) Evening Division."

CHAPTER 3

SUMMER AND DECEMBER, 1974 GRADUATES

(Second Follow Up)

STATEMENT OF ACTIVITIES

The second research activity consisted of mailing all technical graduates a self-addressed, stamped questionnaire card, which was to be completed and returned. A cover letter of explanation was also included.

Because of the importance of gathering information on technical graduates, all of them were included in a series of four mailings. The first mailout of 157 included a cover letter and a self-addressed, stamped questionnaire card. The second mailout to those who had not responded was a reminder post card. The third and fourth mailouts consisted of another cover letter and a questionnaire card. By the cut-off date a total of 133 or 85% returned the card, four could not be located, and 20 did not respond.

The academic graduates were divided into four groups. Different mailing procedures and contents were used for the different groups:

Groups A and B received a cover letter, a questionnaire, and a self-addressed, stamped return envelope.

Groups C and D received the same as Groups A and B plus an individual packet of instant coffee.

Ten days later, all the technical graduates and Group B and D received a reminder post card.

Ten days later, all graduates who had not responded were mailed another questionnaire, return envelope, and cover letter (different from the first letter).

Ten days later, all graduates who had still not responded were mailed another questionnaire, return envelope, and a strongly worded cover letter.

This experimental system was used to try to determine the difference in the percent of returns of the graduates who received reminder cards as compared to those who did not receive a reminder card. Another experiment was used to try to determine if there was any appreciable difference in the rate of response between those graduates who received a gimmick (individual packets of coffee) as compared to those who did not receive same.

The following is a chart of the procedures and results:

August 4, 1975

First Mailout

Group A (55) was mailed a questionnaire, cover letter, and return envelope. Number returned--14 or 25% by second mailing.

Group B (55) was mailed a questionnaire, cover letter, and return envelope. Number returned--17 or 30% by second mailing.

Group C (55) was mailed a questionnaire, cover letter, return envelope, and an individual packet of instant coffee. Number returned--18 or 32% by second mailing.

Group D (55) was mailed a questionnaire, cover letter, return envelope, and an individual packet of instant coffee. Number returned--13 or 23% by second mailing.

August 13, 1975

Second Mailout

Group A was sent nothing. Three more were received by the third mailing. Total response--17 or 31%.

Group B was sent a reminder postcard. Thirteen more were received by the third mailing. Total response--30 or 55%.

Group C was sent nothing. Two more were received by the third mailing. Total response--20 or 36%.

Group D was sent a reminder postcard. Thirteen more were received by the third mailing. Total response--26 or 47%.

August 25, 1975

Third Mailout

All groups received a follow-up letter, another questionnaire, and another envelope. By the fourth mailout:

Group A returned eight more responses. Total responses--25 or 45%.

Group B returned ten more responses. Total responses--40 or 73%.

Group C returned eight more responses. Total responses--28 or 51%.

Group D returned eight more responses. Total responses--34 or 62%.

September 5, 1975

Fourth Mailout

All groups received a strongly worded cover letter, another questionnaire form, and another return envelope. The results were:

Group A returned twelve more responses. Total responses--37 or 67%.

Group B returned five more responses. Total responses--45 or 82%.

Group C returned fifteen more responses. Total responses--43 or 78%.

Group D returned nine more responses. Total responses--43 or 78%.

The above results lead us to these conclusions:

First, the use of the gimmick (coffee) did not increase the rate of return.

Second, the use of a reminder card gave an immediate increase in the rate of return. However, the difference between the two groups tended to decrease as further reminder questionnaires were mailed. The average of the two groups that received the card was 80% response, but the average of the two groups who did not receive the card was 73% response.

Third, a substantially higher rate of return can be achieved by the use of a fourth mailout.

PROBLEM AREA

The area of question that is open for discussion is the researcher trying to do more than one experiment in the same follow-up survey. One experiment might have an affect on the outcome of the other. One question still remains: Would another copy of the questionnaire be less, the same, or more effective than the follow-up card in the second mailing of a survey?

CHAPTER 4

MAY, 1975 GRADUATES

(Third Follow Up)

INTRODUCTION

After the completion of the first, and during the final stages of the second follow-up experiments, plans were begun for a third follow-up survey. The new ideas derived from the previous follow-up surveys were introduced into the formulation of future plans for follow up.

REVISION OF QUESTIONNAIRE

The first step in getting ready for the third follow up was to revise the questionnaire. Several questions were omitted, some were reworded, and a few were repositioned on the page. See Appendix E for a copy of the revised questionnaire. The questionnaire was designed so that the results could be tabulated either by hand or by the use of computer facilities.

PRE- AND POSTGRADUATION ORIENTATION EXPERIMENT

The purpose of this pre- and postgraduation orientation and information system is twofold. First, the information is stored for future use for the completion of state and federal reports. Second, the orientation aspect is begun with the belief that if a student is contacted prior to the follow-up survey, with the purpose of the follow-up survey explained, there will be a higher response rate than if the student was not contacted. It is also believed that the more individual contact the research office has with the graduate, the higher the response rate will be.

Because of this belief, a pre- and postgraduation orientation and information system, which included designing, testing, and developing a computerized graduate information system has been undertaken and completed. The official name is "Student Tracking System". The computer services department was asked to assist in the development of a computerized program that would contain information on all graduates. This program was completed and the information gathering process began.

San Antonio College awards three degrees: Associate of Art, Associate of Science, and the Associate of Applied Science (technical degree) in a number of different fields. A Certificate of Completion is also given to those students who accumulate a total of sixty hours of college work. This area was not used because it is not recognized by the college as a degree.

The list of the Associate of Arts graduates was divided into four groups by numbering all the graduates on the list A, B, C, D, A, B, C, D, etc. The "A" group was mailed a pregraduation letter of congratulations. The "B" group was mailed a postgraduation letter of congratulations. The "C" group was called in for a pregraduation interview. The "D" group was not contacted at all. In the Associate of Arts group, the pregraduation and postgraduation letters contained the graduation congratulations, a paragraph about the job placement office, and a paragraph explaining the future plans for a follow-up survey and the importance of it. (See Appendix F)

In the Associate of Arts group, a comparison of the cost of both time and supplies in contacting a graduate with a postgraduation congratulations letter and the pregraduation interview show these figures:

POST GRADUATION LETTER

Supplies	$ 8.96
Postage	6.40
Salary of staff	20.00
Total	$35.36

INTERVIEW

Salary of interviewer	$133.12
Total	$133.12

In the light of the excessive cost of the interview method, and since the difference in the rate of return between the interviewed group and the postgraduation group is small, it is recommended that a postgraduation letter be used instead of a personal interview.

The Associate of Science graduates were all mailed a postgraduation letter of congratulations. This method of contact was used because of the relatively small number of graduates who received this degree.

All graduates who were to receive the Associate of Applied Science degree were called in for a pregraduation interview. The total group was used instead of a select portion of it because of the various state and federal reports which are required from this group each year. The majority of the students who were called in for the pregraduation interview responded to the call card sent to one of their teachers. Each graduate who responded was asked to fill in a computerized questionnaire pertaining to his future plans. The plans for a future follow-up survey were also discussed. The remainder of the students who did not respond to the call card were called on the phone and the questionnaire filled out by the office staff. (Appendix H)

TIME FRAME FOR FOLLOW UP OF GRADUATES

Upon completion of the revised questionnaire and the pre- and post-graduation orientation system, the time frame for follow up of graduates was established. It was determined that the best system for our use would be to mail the first questionnaire six months after graduation. This time span was selected because the graduates who were working had been on the job long enough to see the effects of their schooling at San Antonio College had on their job. The graduates who continued on in college had been there long enough to evaluate their background and training at San Antonio College as it related to their senior college. It was felt that a lag time of much longer than six months would have a tendency to decrease the effect of the graduates' tenure at San Antonio College and increase the possibility of other variables upon the graduates' responses.

METHODOLOGY

From the results of the first two follow-up experiments, the conclusion was reached that the best response could be obtained by the use of four mailouts, with a period of ten days between each. It was also decided that the follow-up period should extend over the Thanksgiving and Christmas holidays in order to assure that the graduates who were away from home in college would have an opportunity to receive the questionnaire and reply to it.

Because of the anticipated cost involved in mailing the questionnaire by first-class mail, the decision was made to use bulk-rate mail for the first two mailings and then use first-class mail for the last two. Following is a chart showing the cost comparison between using the above described system of mailing and what the cost would have been if first-class mail had been used exclusively.

BULK RATE
(Actual Cost)

First Mailing	Postage	$37.24
	Salary for extra work required on bulk rate	34.31
Second Mailing	Postage	18.63
	Salary for extra work required on bulk rate	13.50
Third Mailing	Postage	35.28
Fourth Mailing	Postage	23.00
	Total	$161.96

FIRST CLASS
(If used)

First Mailing	Postage	$ 79.14
Second Mailing	Postage	46.84
Third Mailing	Postage	35.28
Fourth Mailing	Postage	23.00
	Total	$184.26

As can be seen from the above figures, the difference between the actual cost by using bulk rate for the first two mailings and the cost if we had used first-class mail is only $22.50. There are other costs involved in collecting follow-up data. One of these costs is salary for getting ready for the follow-up survey. However, this cost would be the same whether bulk-rate or first class mail were to be used. There were other incidental costs involved, but they, too, would be the same no matter which method of collecting data was used.

On November 14, 1975, the revised questionnaire and a self-addressed, stamped envelope was mailed to all 511 graduates. Printed on the outside of the envelopes in the upper left hand corner was printed the words "Correct Address Requested" and "Return Postage Guaranteed". This assured us of obtaining the correct address of any graduate who might have moved since graduation date. It also guaranteed us that the undeliverable questionnaires would be returned to us. By the end of ten days, 167 questionnaires had been returned to us. This is a 32.7% response rate. Only nine were returned undeliverable. The registrars' files were checked for permanent addresses. These nine were then remailed by first-class mail using the graduates' permanent addresses.

On November 24, 1975, 344 reminder cards (Appendix C) were mailed by bulk rate. Between this date and the next mailing date, 102 questionnaires were returned to us. This is a 29.7% response rate or an accumulative response rate of 52.6%

On December 3, 1975, the third mailing of 242 was sent by first-class mail. This mailing consisted of the same questionnaire as the first mailing, a letter further explaining the importance of the survey (Appendix C), and a stamped, self-addressed envelope. By the end of the ten day response period, 86 additional questionnaires had been returned. This is a response rate of 35.5% or an accumulative response rate of 69.5%.

On December 15, 1975, the fourth mailing of 156 was sent by first-class mail. This mailing consisted of another copy of the same questionnaire, a strongly-worded reminder letter restating the importance of their response (Appendix C), and another self-addressed, stamped return envelope. The cut-off date of January 5, 1976, was chosen. By that date, 65 additional responses had been received. This is a 41.7% response. Of the 511 questionnaires that were mailed originally, 420 were returned by the cut-off date for a response rate of 82.2%. More of the returned questionnaires have been mailed back to this office since the cut-off date.

On the following charts is a breakdown of the number and percent of responses shown by the degree received from San Antonio College. The respondents who received the Associate of Arts degree were broken down into the four groups used for the pre- and postgraduation orientation experiment.

ASSOCIATE OF ARTS

GROUP A PREGRADUATION LETTER OF CONGRATULATIONS

Mailed	64	questionnaires
Returned	49	76.6%
Not returned	15	23.4%

GROUP B POSTGRADUATION LETTER OF CONGRATULATIONS

Mailed	64	questionnaires
Returned	54	84.4%
Not returned	10	15.6%

GROUP C CALLED IN FOR A PERSONAL INTERVIEW

Mailed	64	questionnaires
Returned	56	87.5%
Not returned	8	12.5%

GROUP D CONTROL GROUP - NO CONTACT

Mailed	64	questionnaires
Returned	40	62.5%
Not returned	24	37.5%

TOTAL OF ASSOCIATE OF ARTS

Mailed	256	questionnaires
Returned	199	77.8%
Not returned	57	22.2%

ASSOCIATE OF SCIENCE

ALL

Mailed	34	questionnaires
Returned	29	85.3%
Not returned	5	14.7%

ASSOCIATE OF APPLIED SCIENCE

All	Mailed	221	questionnaires
	Returned	192	86.9%
	Not returned	29	13.1%

TOTAL OF ALL GRADUATES

TOTAL	Mailed	511	questionnaires
	Returned	420	82.2%
	Not returned	91	17.8%

PROCESSING OF RESULTS

During the time the questionnaires were being returned, the computer services department was again contacted with the request for assistance in drawing up a second part of the Student Tracking System program with which we could process the results of this survey. From the returned questionnaires the computer services department wrote the additional program which would divide and tabulate the responses into various areas by day and evening division, by student's stated major, by sex, and by ethnic background (Appendix I). Upon completion of the program, the returned questionnaires were hand coded and key punched onto cards. The results of this program was a three-part computer printout. The first part was the listing of the total responses to each question separated into the above categories. The second part was the total of all responses of the day division graduates, divided first into ethnic background, and then each ethnic background subdivided by sex. A similar division is also made for the evening division graduates. The third part separates the total graduates into day and evening division categories. Each of these categories is further divided into the graduates stated major. Each stated major is then subdivided by sex and then by ethnic background.

If computer facilities are not available, the same results can be gleamed by the use of hand tabulation. However, hand tabulation of the responses would be much slower and less accurate than computer tabulation.

The computer services department was again called upon for their assistance. This time they were asked to integrate the results of the responses received from the Student Tracking System with a commercially designed and sold program, Statistical Package for the Social Sciences (SPSS). From this combined, integrated system we received a computer printout which included the following data: (1) Cross-tabs of all the possible responses on the questionnaire by day and evening division graduates, by major, by ethnic background, and by sex (For sample pages see Appendix J). (2) Frequency distribution by every possible response on the questionnaire. The total frequency distribution was then separated into two areas--those graduates receiving the Associate of Applied Science degree and those graduates receiving the Associate of Arts and the Associate of Science degrees. The frequency distribution section of the graduates receiving the Associate of Applied Science degree also gave a histogram printout by the graduates' major (Appendix J). (3) T-tests were also run on a single opinion question for both the day and evening division graduates (Appendix J).

REPORTING OF RESULTS

After all results of the third follow-up survey were tabulated and completed, this researcher was faced with the problem of what to do with the vast amount of information generated. With the belief that all follow-up information can and should be used as one tool for the reevaluation and possible improvement of the total school, the decision was made to distribute the findings. After discussion with the administration at San Antonio College, it was decided to subdivide the responses of the questionnaire by the graduates' stated major. Each department chairperson received a packet of information containing a letter of explanation about the report, a copy of the questionnaire, a copy of the printout of the responses of the graduates from his department, the comments made about that department by all respondents, and an evaluation sheet to be filled in by the department chairperson and returned to the follow-up office.

A copy of each department's Student Tracking System report was given to the administration of the college. A copy of the integrated report of the SPSS and the May, 1975 graduates' responses also went to the administration of San Antonio College.

The results of the responses of the Associate of Applied Science degree graduates will also be used to fill in the various state and federal annual reports which are required.

PROBLEMS ENCOUNTERED

The first problem that was encountered was with the bulk-mailing system. Different employees at the Post Office had different versions of what was required for using bulk-mailing procedures. We especially had difficulty in trying to determine what could and could not be enclosed in the envelope. Finally, a printout sheet from the Post Office in Fort Worth was received. It stated the exact requirements for all bulk mailing (Appendix K).

Another problem was that on a couple of the questions too many response alternatives were allowed, not realizing that the computer could handle a limited number. It is advisable to consult the computer service department before formulating the questionnaire.

CHAPTER 5

FOLLOW UP OF MAY, 1971 GRADUATES

(Fourth Follow Up)

INTRODUCTION

As a result of the System Characteristic Opinion Study (SCOS-DELPHI) conducted by Project Follow-up office in Fort Worth, it was clearly the opinion of the majority of the respondents that graduates should be followed up one year, three years, and five years after graduation. Because of this consensus of opinions, San Antonio College agreed to conduct a five year follow-up survey. The graduates of May, 1971, were chosen for the survey because they had never been followed up on before. Tarrant County Junior College agreed to conduct a similar follow-up survey on their graduates of May, 1971. The main difference between the two colleges' graduates was that Tarrent County Junior College's graduates had been followed up on one year and again three years after they graduated.

The main purpose for both colleges conducting the same survey was to see if there is any appreciable difference in the response rate between Tarrent County Junior College's graduates, who had been previously followed up on, and San Antonio College's graduates, who had never been followed up on.

QUESTIONNAIRE DEVELOPMENT

A special questionnaire was drawn up by both Project Follow-up offices in Fort Worth and San Antonio. This questionnaire was designed particularly as a five year graduate survey instrument. It was so designed to fit the graduates who were either working or in school. The questionnaire was on one page and printed on both the front and back. (Appendix L)

METHODOLOGY

The decision was made by both colleges to use identical materials and procedures in an effort to control as many variables as possible. It was also prearranged to use the same mailing dates for all mailings.

The first mailout was on November 14, 1975. It consisted of a cover letter explaining the purpose of the survey, a questionnaire, a self-addressed, stamped return envelope, and a small pencil to assist the graduate in responding to the questionnaire.

On November 24, 1975, a reminder postcard was mailed by bulk-rate mail to those who had not responded during the past ten days.

On December 3, 1975, a final mailout in this survey was sent. It consisted of another letter reminding the graduate of the importance of this survey, another copy of the questionnaire, and another self-addressed, stamped return envelope.

The cut-off date of January 5, 1976, was selected. The response rates computed on the following page have been calculated in two different ways. One, reflecting strictly the number of responses received compared with the total number of mailouts. Secondly, the response rate is computed after subtracting the number returned "Undeliverable" by the post office.

ASSOCIATE OF ARTS

SAC		TCJC	
Total Mailout	167	Total Mailout	131
Total Responses	76	Total Responses	52
Response Rate	45.5%	Response Rate	39.7%
Total "Undeliverables"	46 (28%)	Total "Undeliverables"	42 (32%)
Response Rate	62.8%	Response Rate	58.4%

ASSOCIATE OF APPLIED SCIENCE

SAC		TCJC	
Total Mailout	131	Total Mailout	133
Total Responses	49	Total Responses	48
Response Rate	37.4%	Response Rate	36.1%
Total "Undeliverables"	35 (27%)	Total "Undeliverables"	48 (36%)
Response Rate	51.0%	Response Rate	56.5%

TOTAL MAILOUT

SAC		TCJC	
Total Mailout	323	Total Mailout	264
Total Responses	136	Total Responses	100
Response Rate	42.1%	Response Rate	37.9%
Total "Undeliverables"	88 (27%)	Total "Undeliverables"	90 (34%)
Response Rate	57.9%	Response Rate	57.5%

The results show that San Antonio College received respectively a 5.8% and a 4.4% higher rate of return in the Associate of Arts responses. In the Associate of Applied Science responses, San Antonio College received a 1.3% higher rate of return in the first response rate calculation, with Tarrant County Junior College receiving a 5.5% higher rate of return after deducting the number of "undeliverables". In the total graduates group, San Antonio College received respectively a 4.2% and a .4% higher rate of return.

CONCLUSIONS

As mentioned in the Introduction, the significance of the presentation of data contained in this report is that of comparison purposes.

The May, 1971, graduates of San Antonio College have not previously been contacted since their graduation; whereas, the same population of Tarrant County Junior College graduates were followed up in 1974. Even though the percentage of responses do not differ significantly between the two colleges, San Antonio College received a slightly higher rate of return in every instance with the exception of one case. Consequently, these response rate results indicate that more recent contact with a graduate does not necessarily preclude a higher rate of return.

However, one of the variables which could not be controlled for in this survey was the uniqueness of geographical location and possibly a differing degree of mobility. This is perhaps reflected in the number of "undeliverables" which were higher at Tarrant County Junior College in every instance except one. It is evident that this and similar factors could have an influence on the percentage of returns.

CHAPTER 6

RECOMMENDATIONS FOR A COMPREHENSIVE FOLLOW-UP SYSTEM FOR GRADUATES

INTRODUCTION

During the experimental stages of Project Follow Up, San Antonio College has tried many techniques of gathering information. Some of these techniques have proven more successful than others. Some of our hypotheses about follow up have proven out--some have not.

The following recommendations have surfaced as a result of those activities that have been tried and found successful. They are, by no means, the only methods of follow up of graduates which will bring results. They are offered only as suggestions from the research that San Antonio College has undertaken.

PREPARING FOR FOLLOW-UP ACTIVITIES

In preparing for a graduate follow up, there are several questions which must be answered. One is "What information do we need from a follow-up survey?" The determination as to what information to try to gather must be made early in the planning process. It is recommended that the administration, department chairpersons, and teachers be given an opportunity to give their opinions and suggestions as to what information they feel is needed. This communication will be beneficial in two ways: First, it will get the ideas as to what is needed in the various areas of the college. Second, it will inform those same people that follow-up research is being conducted. An effort should be made to continue to inform interested people in the college of the progress and results of the follow-up research.

It is recommended that a list of all suggestions be made. At this point in time, a separation must be made between those items that are definitely needed and those items that are simply desired. The questions that are needed should be included in the follow up; but those just desired, although not absolutely necessary, should be omitted from the follow-up instrument.

Another question is "What time span should we allow before the follow-up survey is undertaken?" Another similar question is "How often do we follow up our graduates?" It is recommended that the graduates be contacted between six months and one year from the date of graduation. This time span between graduation and the first follow up allows the graduates time to get settled into their new jobs or schools. A longer time lag than this would have the tendency to decrease the validity of the responses due to new and outside influences not related to the graduates' tenure at the junior college.

A second follow-up study three years after graduation can give the same information but over an extended period of time. Those graduates who have gone on to a senior college will probably have completed their further schooling. This group will probably either be working or in graduate school. In either case, the graduates will be able to evaluate the junior college in a somewhat different light than in the first follow up.

PREPARATION OF THE FOLLOW-UP INSTRUMENT

Of all the various instruments used in gathering follow-up information, it is recommended that the questionnaire be mailed to each graduate. Mailing the questionnaire is much less expensive method than phone calling or personal contact.

The items to be included on the questionnaire will naturally depend upon the suggestions made by the faculty and administration. The information needed by the college will dictate both the content and the length of the questionnaire. If the main purpose of a follow-up survey is program and school evaluation, then only those questions which are related to that purpose should be included. The length of a questionnaire does not materially affect the response rate unless it is excessive in length. An ideal length for a questionnaire is one to two pages, using both the front and back of the page. This length allows enough space for the necessary questions and responses but omits unnecessary questions.

The method of tabulation of the results to be used will determine the design of the questionnaire. If the computer is to be used in the tabulation of the results, it is recommended that the computer services department be asked to assist in the preparation of the questionnaire. Some of the data entry systems are tape input, disc input, terminal entry, and optical scanner.

In designing the questionnaire to be used, the various state and federal reports which are required must be considered. The questions asked in gathering the information for these reports should be stated in the same way as they are on the report to be completed. This provides for simplicity in transferring the information from the questionnaire to the state and federal reports.

All questions should be clearly stated. They should be a multiple choice type of question, if possible, so that they can be answered and tabulated with ease.

The questionnaire should be printed on white or pastel paper. The use of a printing press is more desirable in producing the questionnaire than is a mimeograph or spirit duplicator. The lettering must be clear and easy to read.

PROCEDURES

From the results of the pre- and postgraduation orientation procedures used in the May, 1975, follow up, it was clearly visible that those students who were contacted in regards to the future follow up responded at a higher rate than those who were not contacted. Of the four experimental groups used in this study, those graduates who were called in for a personal interview responded slightly higher (87.5%) than those who were mailed the postgraduation letter (84.4%). The group who received a pregraduation letter responded third in order (76.6%), while the no contact group had the lowest percent of response (62.5%). The percent of response difference between the no contact group and the interviewed group was 25%, a difference definitely large enough to justify the use of a contact with the graduate before the follow-up survey begins. It is recommended, however, that the postgraduation letter be used instead of the personal interview because of the excessive cost of personnel time involved when contacting a large number of graduates. The personal interview method of contact might be used more successfully with a smaller number of graduates. The postgraduation letter should contain a statement of congratulations for their completion of the degree and a statement about the future follow up and its importance to the college.

From the application for graduation, the follow-up office can get a permanent address and phone number as well as a current address and phone number of the graduates. The importance of a permanent address cannot be overemphasized. Without this information further contact may be impossible if the graduate moves and does not leave a forwarding address.

Before the follow-up project begins, a time schedule for mailing of the questionnaires should be established. It is recommended that the time span between the first follow-up letter and the predetermined cut-off date cover a school holiday if possible. The time between each mailout should be from ten days to two weeks. This would give the graduates plenty of time to return the questionnaires before the reminder is sent.

The list of graduates should already have been assembled from the registrars' office. This list should be the same one used for mailing the postgraduation letters. From this list, the envelopes could be typed prior to the beginning of the survey. One very efficient method of addressing envelopes is to use preprinted labels which are either typed or generated by the computer. If the computer is used, it is helpful to have four labels printed for each graduate. This would be the maximum amount of labels necessary for all the mailouts.

As the questionnaires are returned by the graduates, a line is drawn through the names on the list. If computer printed labels are being used, the labels for those graduates who have returned their questionnaires should be removed from the list.

A cover letter explaining the survey, a questionnaire, and a stamped, self-addressed return envelope should be included in the original mailout. If a large number of questionnaires are to be mailed, consideration should be given to using bulk-rate mail on the first mailing.

In one experimental follow-up survey completed by San Antonio College, a small pencil was mailed to each graduate. Approximately eighty percent of the responses were filled in with this same pencil. This could be especially helpful if the optical scanner was to be used to tabulate the responses and put them into the computer.

Ten days to two weeks after the first mailout is sent, a reminder postcard should be sent. From the research done by other people, the postcard is just as effective in stimulating responses, for the cost involved, as another questionnaire. If a large enough number is to be mailed, the use of bulk-rate mail might again be advantageous.

At the conclusion of the ten day period following the reminder card, a third mailing should be sent. This should be a reminder letter, another questionnaire, and another stamped, self-addressed return envelope.

The fourth and last mailing should be sent at the end of ten days after the third mailout. It should contain a strongly worded letter, another questionnaire, and another stamped, self-addressed return envelope.

A period of two to three weeks should be allowed for the return and gathering of all questionnaires sent during the entire period. At the predetermined cut-off date, no more of the questionnaires received should be used in the study. The purpose of the cut-off date is so that the researcher can proceed with the reporting of the findings of the survey.

USE OF RESULTS

The use of the results of a follow-up survey depends on the objectives established in the planning stages. The objectives of the four follow-up surveys conducted in our research were experimental in nature. However, as the results came in, were tabulated and processed, it became apparent that too much valuable information was contained in the findings to just use them for experimental purposes.

After the cutoff date of the May, 1975, follow-up survey, all the questionnaires were coded, key punched, and entered into the computer. A printout listing the responses of different groups was the result of our survey. This printout separated the responses by day and evening division graduates, by major, by ethnic background and by sex.

These responses on the printouts were sent to each department chairperson. Also included with the printout was a cover letter explaining the purpose and procedure of this follow up, a copy of all the comments regarding that department and a one-page evaluation form to be filled in and returned to the follow-up office. A copy of the total printout and all the comments were given to the administration of the college. The distribution were made with the hope that each department chairperson would discuss the results with their faculty. The main purpose of a follow-up survey is to provide a tool for program and college wide evaluation.

If the questionnaire is properly planned and prepared, it can also be used as a system of gathering information to be used in state and federal reports. In the vocational-technical divisions, the annual USOE graduate report can be almost totally answered from a follow-up questionnaire.

UTILIZATION OF SPSS

If the college either has the Statistical Package for the Social Sciences (SPSS) or has access to it at other colleges, the results of all student follow up can be combined with it. The results of this combination can give the college feedback from their graduates in forms never can be made to see if there is any significant difference between the day and evening graduates, academic and technical graduates, graduates from different ethnic backgrounds, the sexes, and even the graduates with different majors.

Other possible areas of statistics possible through the use of SPSS are frequency distributions, with or without histograms for presentation purposes, and "T" tests for all the previously mentioned groups.

All these computer printouts can be used for individual presentations to groups, departmental evaluation, and for institutional planning.

APPENDIX

APPENDIX A

PREPLANNING

1. In planning any information system, one should start with those people who have to make decisions for action.

2. On person in the district should have responsibility for follow up.

3. Goals must be identified and priorities established.

CONDITIONING STUDENTS

4. If conditions of the follow-up study will permit, an orientation with the prospective questionnaire recipients prior to receiving the questionnaire is of the utmost importance in getting a good response to the questionnaire. The purpose of the orientation period is to motivate the respondent to participate in the follow-up study and to sharpen the respondent's perception to the fact that returning the questionnaire may help him fulfill a personal goal.

5. The higher the involvement of the respondent in terms of active participation, knowledge, understanding of the organization, and loyalty to it, the fewer the stimuli required to induce a response and the higher the response.

6. Whether or not a questionnaire is returned is dependent upon the subjects approval of the study and whether or not the subject had a positive relationship with the agency conducting the research.

7. Officials of Pasadena City College felt that it was important to contact all of their graduates instead of using a sampling technique to gather follow-up information. Their reasons for this decision included the following: (1) each student's comment concerning evaluation of courses and services was valuable to the college, (2) information received helped keep placement records of graduates up-to-date, (3) graduates could be informed of additional educational opportunities, and (4) the follow-up showed the school's interest in each of its alumni.

8. One of the valuable features of sending follow-up questionnaires to all graduates is the recruitment of new students. The good public relations derived from the follow-up study will ultimately result in recruiting students.

WHY MAIL

9. Low cost is one of the major appeals of the mail survey procedure. The main categories of cost likely to be incurred are labor, postage, printing, and supplies. (This is to gather data only.)

COVER LETTER

10. A letter explaining the purpose of the study should accompany the questionnaire. This letter should be personal enough to encourage and motivate the recipient to reply.

11. All surveys accompanied by a cover letter.

12. An explanation of the study and of the respondents place in it has had substantial positve affect on returns. On the other hand, these sentences had no affect: extreme emphasis on the importance or utility of the research; appeal to help the investigators; request (in survey of university graduates) to help the study succeed, improve education, or "guide changes."

13. If questionnaire requires 15 minutes or less to complete, this information should be on the first page.

14. A general statement about the purpose of the survey is considered superior to a more specific one, with which some respondents might disagree.

15. Response to the questionnaire was increased when some person held in high regard by the recipients endorsed the project.

16. Response will be lowered if the cover letter is overly permissive.

17. Small differences in the make up of the cover letter do not seem to affect response rates; however, a handwritten postscript urging response has yielded a higher return rate than either a printed postscript or not postscript at all.

18. Three suggestions for the cover letter: (1) address the letter personally and specifically to individual respondents, (2) design the letter to arouse interest in the study and (3) keep the letter short.

19. The title of the study should be displayed prominently near the top of the first page of the questionnaire.

20. The name of the sponsoring agency should be centered at the top of the first page of the questionnaire.

21. The mailing date of the questionnaire should appear on Page one.

22. Assurance must be given the respondent that the information will be given confidential treatment.

23. The evidence for appealing to a set deadline is not compelling, as one might loose as many people as one gains.

24. Setting a deadline for return of the questionnaire seemed to be very effective in stimulating an immediate, heavy response. Ferriss recommended that the deadline be set at 10 days after mailing.

DESIGN OF QUESTIONNAIRE

25. Four kinds of information which should be obtained from former students:
    1) What former students are doing or did after leaving college.
    2) How the former students are performing or performed after leaving the junior college.
    3) Opinions for increasing the contribution of the junior college for present and future students.
    4) Impressions regarding the junior college's contribution to the student's performance.

26. Being specific when formulating the objectives of the study is a prerequisite to good questionnaire construction. Each question should clearly further the avowed purpose of the questionnaire.

27. In preparing a questionnaire, consideration should be given to how the results will be tabulated or organized.

28. Data should meet needs of individual schools.

29. A very important consideration is that the student actually receives the questionnaire.

30. The researcher should find out, prior to sending the questionnaire, when would be the most convenient time for the recipient to return the questionnaire.

31. Individuals should receive forms on Monday or Tuesday for best results. (This takes work to sort by Zip Code, hand deliver to main post office etc.)

32. Try to get a holiday to contact as many college students as possible who are home.

33. School superintendents show a low response rate at holiday time and late in the academic year.

34. All former students should be represented.

35. Collect both subjective and objective data.

36. The interest of the respondent and the ease of answering are the chief factors rather than length.

37. Evidence has been presented in support of the idea of multiple-choice questions as superior in the construction of the questionnaire.

38. The multiple choice form of question has the least weaknesses for questionnaire use.

39. One of the disadvantages of the unstructured question is that answers may not be comparable with each other because of the wide range of data; however, this wide range of data may be a decided advantage in

some studies. The unstructured reply easily can be biased by the researcher's injecting his own interpretation of the respondent's replies.

40. Space for respondent's name should be provided.

41. Do not give students the option to sign or not to sign. For those who don't, you have just destroyed possibility for follow-up.

42. In general, response rates do not seem to be much affected by degree of anonymity.

43. No marked difference exists in response to items if you ask the respondent to sign their name.

44. Use numbered questionnaire.

45. A postcard can be used successfully as a questionnaire.

46. Clear, simple, and to-the-point questions must be well organized, at least from the point of view of the respondent. This is particularly true of a mail questionnaire that must "speak for itself".

47. The first two or three questions in the questionnaire are very important in gaining the respondents favorable attitude toward responding to the entire questionnaire.

48. The questions that are easiest to answer should be placed near the beginning of the questionnaire.

49. Questions that should be avoided at the beginning of the questionnaire are those that put too great a strain on the memory or intellect, questions related to personal wealth, and questions of a personal nature.

50. A clear and smoothly moving question sequence is the most important factor in determining whether or not rapport is maintained.

51. Suggestions for giving written direction on the questionnaire (1) make them brief (2) group questions according to different types of responses (3) set off directions with heavy, large distinctive type (4) place "yes" and "no" replies vertically rather than horizontally (5) on the bottom of the first page write "over" if more items appear on the back of the page and (6) number each page of the questionnaire consecutively.

52. Questionnaire itself:
    1) Only items with low threat levels should be used.
    2) The instrument should be short (?), easy to complete, and at a suitable reading level.
    3) Professional printer employed to physically design and produce the form.
    4) The instrument should be printed in an attractive manner using colored paper.

5) Careful attention given to avoid words like "questionnaire" which research shows have a negative affect on responses.

53. The word "questionnaire" or "check list" should not appear on the questionnaire; use "information sheet," "form," or "instrument."

54. The inclusion of a particularly objectionable item or of a number of open-ended (as opposed to fixed alternative) items will lower responses.

55. To avoid undue or invalid channeling of responses, a sufficient number of responses should be stated for the respondent to select from in answering multiple-choice questions.

56. Whipple stated that the questionnaire should be constructed so that a minimum of writing is required of the respondent.

57. Suggestions involving two-way questions and multiple-choice questions include the following: (1) If mutually exclusive answers cannot be made, a "both" answer box should be included; and (2) all possible alternatives should be included.

58. The question sequence should conform as nearly as possible to the respondents way of thinking; questions should follow a time-line and go from the general to the specific.

59. The most critical consideration, when wording a questionnaire, is to make sure that the particular issue which the researcher has in mind _is_ the particular issue on which the respondent gives his answers.

60. Never take too much for granted.

61. Double negatives should never be used.

62. Check all meanings of words.

63. _No_ abbreviations.

64. To avoid misplaced emphasis, underline words which should be emphasized.

65. Use a minimum of punctuation.

66. Ask specific rather than "shotgun" questions about income, marital status, age.

67. Neither personal references nor humor should be incorporated in the questionnaire.

68. Two simple questions may be better than one complex one.

69. The language of the questionnaire must approximate that of the respondent.

70. Questions should be stated in a decisive manner. Terms such as

"fairly," "sometimes," "usually," "perhaps," and "maybe" should be avoided. These and other modifiers can qualify a question to the point that it becomes useless.

71. Good grammar should be used but do not make the questionnaire sound stilted.

72. Beware of questions with double or triple meanings.

73. In developing a questionnaire, take care to see that the wording is impartial in order not to yield a biased picture of the true state of affairs.

74. Questions should be stated in such a way that they contain no suggestions as to the appropriate response.

75. Watch against "pride pricking" questions such as: "Do you own a car?" This question may result in the problem of a prestige response.

76. Every attempt should be made to phrase questions so that each respondent can answer truthfully without embarrassment.

77. Researchers must be careful not to force the respondent into an embarrassing situation by asking for "pro" or "con" responses to controversial questions.

78. It was noted in gathering labor force data that antagonism on the part of the respondent resulted when respondents who were not employed and not seeking employment were asked: "Why are you not actively seeking work?" Frequently, this type of question will be ignored by the respondent.

79. To elicit honest replies, the questions must be worded to allay any fear, suspicion, embarrassment or hostility on the part of the respondent.

80. Questionnaires are peculiarly vulnerable when employed for collecting personal information or when used with individuals who see or imagine they see an opportunity to advance their personal interests by means of the responses they give.

81. Questions that can be answered in a like fashion should be grouped to reduce the need for repetition of directions.

82. When given a list of numbers, respondents tend to select those near the middle of the list. The reverse of this tendency was true when people were asked to select from a card containing a variety of ideas or statements; in this case, extreme positions were selected with the top of the list being favored.

83. Use as few words as possible in asking questions.

84. Questions should be as short as possible.

85. The length of a survey has less affect on returns than may be supposed. Because more time is required to fill out a long form, mean time for return is likely to be longer but final response rate is unlikely to be affected.

86. Minimum of time to complete required.

87. Keep questions simply worded.

88. "All other things being equal" the shorter the questionnaire the greater the response rate and the more prompt the return.

89. No more than 200 items in the total instrument.

90. Lengthy questionnaires seem likely to tire the respondent with the possible result that item nonresponse increases toward the later pages. Isolating the portions of the questionnaire most likely to induce nonresponse will help in planning questionnaires to minimize nonresponse on the most important variables.

91. Virtually without exception, high nonresponse items are either unusually difficult (to some, answering would seem like making a wild guess) or items were not applicable to all respondents.

92. Failing to allow ample space discourages respondent from answering.

93. When length is mechanically increased (by leaving extra space between questions and thereby avoiding a crowded appearance) response is, up to a point, raised. However, a large number of pages may decrease response.

94. One study has shown that the addition of a few especially interesting items may raise response rates.

95. The fact that minimal length is not a mandatory requirement for getting a high response rate for mail questionnaires suggests that introducing interest getting questions of marginal importance to research objectives may be possible.

96. The rate of return was higher when a 25 cent reward was included with the questionnaire, but because of the added expense, use of a monetary reward was not recommended.

97. Packet of instant coffee used in follow up at University of Minnesota. (Cost at SAC .03 cents per packet.) They get an 85% response rate.

98. A number of investigators have urged that questionnaires have an attractive appearance and look easy to fill out. However, none of the controlled experiments show significant difference among reasonable alternative choices (Letterpress offset, mimeograph, paper type, or paper color)

99. A high quality paper should be used.

100. Colored paper or colored ink can be used to enhance the appearance of the questionnaire.

101. The form should be printed rather than mimeographed (disagreement on this).

102. It is worthwhile to devote a substantial proportion of the resources to the reduction of nonresponse.

103. The outgoing envelope should have the return address of the compiler. The return envelope should be one size smaller than the outgoing envelope (to prevent folding), addressed to the compiler, and stamped. It is desirable to mention on the first page of the questionnaire that the return envelope has been enclosed.

104. It is advantageous to use the more expensive mail services as more than eight different studies have shown. Thus for both initial surveys and later reminders, special delivery and certified delivery are superior to airmail, which is superior to first class, which in turn is superior to third-class mail.

105. If first-class letters are sent out with the endorsement "address correction requested," the post office will notify the sender of filed forwarding addresses to which the letter is redirected.

106. If one uses any relatively unusual service, such as registered mail, the covering letter should contain a brief justification (which may be more plausible for a reminder than the initial survey).

107. Most of the comparisons among alternative forms of postage on return envelopes yield significant differences: a stamped envelope, even when not preaddressed, is preferable to metered postage and to a business reply envelope. However, for government surveys it does not make much difference if franked postage is used instead of a regular stamp.

108. First-class, stamped envelopes should be used because research indicates that stamped mail brings a greater percentage of returns than metered mail.

109. Envelopes were designed to be distinctive and attractive.

PRETESTING

110. Submit complete questionnaire to administrator for suggestions?

111. After revision by administrator, try program on sample (heterogeneous) and revise where necessary.

112. No matter how astute the researcher has been in wording and designing the questionnaire, he should try it out with a small group before launching into the actual study. The questionnaire should be submitted to critical experts who will attempt to "pick the questionnaire to pieces" finding all of its faults. After this action and the appropriate revisions are made in the questionnaire, it should be submitted to a sample population.

QUESTIONNAIRE FOLLOW-UP

113. ALERT Campaign.

114. Intensive follow up of mailing is essential (at least four mailings).

115. Four phase mailing (questionnaire, card, letter and questionnaire, letter) was essential to a satisfactory rate of return and can be especially recommended in follow ups of former students who have been out of school for several years.

116. A postcard "reminder/thank you note," sent a few days after an initial mailing is likely to cause a significantly higher response, according to two studies--a difference that will not be made up even after late reminders.

117. In general, reminders (with replacement questionnaires) have a substantial effect and indeed are essential for obtaining satisfactory response rates.

118. Two week interval for follow up contact.

119. It was found that reminders were not as effective in getting a response as sending a new questionnaire; therefore, because the difference in cost is minimal, it was recommended that a new questionnaire be sent.

120. There is no significant difference between a letter or postcard as a follow-up method.

121. A follow-up note should be sent to the nonrespondent two weeks after the date of receipt of the original questionnaire.

BIAS

122. Chi-square technique for testing divergence is used for different groups: Male - Female, White - Black, Young - Old (.05 level)

123. An 80% response is considered necessary to eliminate the effect of nonresponse bias in a small heterogeneous group.

INFORMATION ANALYSIS

124. After data collection (including tallying) is completed, the study director must take a good hard look at the data with a view toward answering these questions:
    1) What concepts that we hold about our program(s) do the data confirm or deny?
    2) What does the data tell us about our programs that we didn't already know?
    3) What should be done as a result of the answers to questions (1) and (2)?

APPENDIX B

3. If you have continued your education, was the curriculum you were enrolled in at SAC related to your later study?

☐ Yes, very much ☐ Yes, somewhat ☐ No, or very little

4. Did you at any time change from one curriculum to another while at SAC?

☐ Yes ☐ No

5. If your answer to question 4 was YES, please mark the reason(s) for changing your curriculum as noted below:

- ☐ Dissatisfied with curriculum
- ☐ Dissatisfied with instruction
- ☐ Little opportunity in field
- ☐ Wrong choice of curriculum in the first place
- ☐ Other (specify) __________
- ☐ Low achievement
- ☐ Loss of interest
- ☐ Personal problem
- ☐ Counselor's advice
- ☐ Changed career goals

6. How well did San Antonio College prepare you in each of the following aspects? (Mark only one answer for each aspect.)

	Superior	Good	Fair	Poor
a. Technical knowledge and understanding	☐	☐	☐	☐
b. Job or learning skills	☐	☐	☐	☐
c. Getting along with people	☐	☐	☐	☐
d. Self-understanding	☐	☐	☐	☐
e. Knowledge about career opportunities	☐	☐	☐	☐
f. Communication skills (oral or written)	☐	☐	☐	☐
g. General education	☐	☐	☐	☐

7. AT THIS POINT, PLEASE FEEL FREE TO TELL US WHAT WE CAN DO TO IMPROVE BOTH THE PROGRAM IN WHICH YOU WERE ENROLLED AND THE ENTIRE SCHOOL. (Your comments will not be related to you but will be combined with others from your class.)

SAN ANTONIO COLLEGE

SURVEY OF GRADUATES

Dear Graduates:

We at San Antonio College are continually striving to improve our curriculum through communication with our graduates.

You can help us by taking a few minutes to complete this graduate survey. It will require about ten minutes of your time. Your responses will not be used individually but will be grouped together with those of your classmates and will be used only for this study.

Please complete this survey form within seven days and return it to us in the enclosed self-addressed, stamped envelope. Feel free to make any comments which you believe will help us develop a stronger educational institution.

Sincerely yours,

Rayford Lewis

Rayford Lewis, Placement Director

FILL IN THE BLANK OR MARK THE BOX OPPOSITE EACH ITEM THAT BEST REPRESENTS YOUR ANSWER. FEEL FREE TO COMMENT AT ANY POINT.

A. Personal

Name __________ Phone number __________

Correct Address __________
(Street) (City) (State) (Zip)

Social Security No. __________ Sex: ☐ Male ☐ Female

1. (This information is needed in regards to equal opportunity for education and employment.)

I consider myself to be:

- ☐ Anglo
- ☐ Black
- ☐ Indian
- ☐ Oriental
- ☐ Mexican American
- ☐ Other (specify) __________

B. Information about your tenure at SAC.

1. Semester and year you graduated from SAC?

- ☐ July-August '72
- ☐ December '72
- ☐ May '73
- ☐ July-August '73
- ☐ December '73
- ☐ May '74
- ☐ July-August '74
- ☐ December '74

2. Degree you received from San Antonio College:

- ☐ Associate of Art, Major? __________
- ☐ Associate of Science, Major? __________
- ☐ Certificate of Completion, Major? __________
- ☐ Associate of Applied Science, Major? __________

3. Were you employed while attending SAC?

☐ Yes ☐ No

If so, how many hours per week were you working? ____________

4. Were you employed full time (35 or more hours per week) in the same or related field of study before entering SAC?

☐ Yes ☐ No

5. Did you regularly use the services of the counseling office?

☐ Yes ☐ No

6. Did you know a counselor at SAC by name?

☐ Yes ☐ No

7. Were you aware of the Job Placement Office at SAC while you were enrolled?

☐ Yes ☐ No

C. Present Status

- ☐ Working full time (35 or more hours per week)
- ☐ Working part time (less than 35 hours per week)
- ☐ Military
- ☐ In school full time (12 hours or more)
- ☐ In school part time (less than 12 semester hours)
- ☐ Unemployed, but seeking full-time job
- ☐ Unemployed, but seeking part-time job
- ☐ Unemployed, not seeking job. Reason? ____________

IF YOU HAVE NOT BEEN EMPLOYED FULL TIME SINCE LEAVING SAN ANTONIO COLLEGE GO DIRECTLY TO SECTION E

D. Job Related Information

1. Was the curriculum you were enrolled in at SAC related to your first job? Present job?

	First Job	Present Job
Yes, very much	☐	☐
Yes, somewhat	☐	☐
No, or very little	☐	☐

2. If your present job is not related to your SAC curriculum, please check each reason which applies.

- ☐ Could not find a job in field of preparation
- ☐ Found better paying job in another field
- ☐ Preferred to work in another field
- ☐ Qualified for new job by continuing my education
- ☐ Not sufficiently qualified for a job in my field of college preparation
- ☐ Other (specify) ____________

3. Please rate your satisfaction with your present job in terms of each of the aspects shown below. Mark one answer for each aspect.

	Superior	Good	Fair	Poor
a) Challenging and interesting work	☐	☐	☐	☐
b) Relations with colleagues	☐	☐	☐	☐
c) Salary	☐	☐	☐	☐
d) Opportunity for advancement	☐	☐	☐	☐
e) Overall aspects of your job	☐	☐	☐	☐

4. Please indicate both your initial monthly salary upon leaving SAC and your present salary. This information will be kept strictly confidential and will not be identified with you as an individual but will be grouped with others in your class.

Initial Salary		Present Salary
☐	Up to $ 300	☐
☐	$ 300—$ 399	☐
☐	$ 400—$ 499	☐
☐	$ 500—$ 599	☐
☐	$ 600—$ 699	☐
☐	$ 700—$ 799	☐
☐	$ 800—$ 899	☐
☐	$ 900—$ 999	☐
☐	$1000—$1099	☐
☐	$1100—$1199	☐
☐	$1200— Up	☐

5. Please mark the one source most helpful in getting your initial full-time job upon leaving San Antonio College. Mark one only.

- ☐ SAC Placement Office
- ☐ SAC faculty or staff member (other than Placement)
- ☐ Employer contact at the college
- ☐ Texas Employment Commission
- ☐ Private Employment Service
- ☐ Answered an advertisement
- ☐ Relative or friend
- ☐ Other (specify) ____________

ALL PERSONS SHOULD ANSWER THE QUESTIONS IN THE FOLLOWING SECTIONS

E. Present Educational Status and Opinions

1. To what extent have you continued your education since leaving SAC? Mark each statement that applies.

- ☐ Still enrolled at SAC or another junior college
- ☐ None
- ☐ Completed one or more employer training programs
- ☐ Took courses at another junior college
- ☐ Took courses at a four-year college or university
- ☐ Completed an associate degree
- ☐ Completed a bachelor's degree
- ☐ Other (specify) ____________

2. If you have continued your education since leaving SAC, please mark each reason for such further education or training which applies to you.

- ☐ To prepare for further job opportunities in present occupation
- ☐ To improve skills and abilities in present job
- ☐ For my own general education or personal satisfaction
- ☐ To change occupations
- ☐ It is expected by my employer
- ☐ Other (specify) ____________

APPENDIX C

(CARD)

Dear Graduate:

Recently we mailed you a Follow-Up questionnaire survey form. As of this date, we have not received the form from you.

Would you please take a few minutes to fill in the survey form and mail it back to us in the stamped, self-addressed envelope.

If you have already mailed the form, thank you very much for your help and consideration.

Sincerely,

Ray Lewis
Placement Director

SAN ANTONIO COLLEGE 1300 SAN PEDRO • (512) 734-7311 • SAN ANTONIO, TEXAS 78284

JOB PLACEMENT OFFICE

Dear Graduate:

PLEASE HELP US!

Recently we sent you a follow-up survey and asked you to complete and return it to us. Please allow me to explain the importance of this survey.

San Antonio College is continually evaluating each of our programs in order to improve the quality of our college. We believe that the only reliable method of doing this is to ask for the opinions--both good and bad--of our graduates.

You can now help us to reappraise our programs and make the needed improvements by returning the enclosed questionnaire. The information is confidential, and the results of this survey will be combined with the others and will not be identified individually.

If you will spend a few minutes helping us, you will in turn be helping the future students of San Antonio College.

Sincerely yours,

Rayford Lewis

Rayford Lewis
Placement Director

sde

Enclosures

SAN ANTONIO COLLEGE 1300 SAN PEDRO • (512) 734-7311 • SAN ANTONIO, TEXAS 78284

JOB PLACEMENT OFFICE

Dear SAC Graduate:

During the past months we mailed you a follow-up survey form, a reminder card, and then a second follow-up survey form.

We do not mail these to you simply to have some "busywork" to do. Instead, we really do need your help. Your response will help us in two ways: first, we are held accountable by the Department of Health, Education and Welfare for your success after graduation. We have several reports that we must complete in regards to your current status in either further education or in the world of work. Secondly, and most important to us, with your response we will be able to evaluate our various programs and teachers in order to be more effective in the teaching of present and future students.

Will you please help us to do a better job in teaching students at San Antonio College. You can do this be returning the enclosed follow-up survey form. PLEASE!

Sincerely yours,

Rayford Lewis

Rayford Lewis
Follow-Up Director

sde

Enclosure

APPENDIX D

QUESTIONNAIRES MAILED AND RETURNED GROUPED BY YEAR AND DEGREE
(See Appendix D - Table 1)

One point that can be made with certainty is that a greater response rate is received from the more recent graduate than from those who graduated some time ago. There are many reasons for this. A major reason is that the college has the current address of the more recent graduate. The greater the length of time since the student's graduation, the more likely it is that he will have changed addresses; therefore, he will not receive the questionnaire. Another reason may be that the more recent graduates will have a closer personal feeling toward the college. It is believed that a higher response rate can be obtained by preconditioning the graduates with the knowledge that there will be a follow-up survey, the purpose of the survey, and the importance of their replies. Over a period of years the graduates could become tired of responding to follow-up surveys, feel that the surveys are not important, and fail to return the questionnaires. It is also important that only one questionnaire be mailed to each student from the school and not one from several different offices.

APPENDIX D TABLE 1

QUESTIONNAIRES MAILED AND RETURNED

GROUPED BY

YEAR AND DEGREE

		# MAILED	# RETURNED	% RETURNED
1972 Starting with SS I	AA	159	79	49.69
	AS	56	25	44.64
	AAS	82	32	39.02
	C of C	32	11	34.38
	Total	329	147	44.68
1973	AA	479	226	47.18
	AS	123	58	47.15
	AAS	293	138	47.10
	C of C	98	33	33.67
	Total	993	455	45.82
1974 May only	AA	262	134	51.15
	AS	78	51	65.38
	AAS	200	104	52.00
	C of C	70	28	40.00
	Total	610	317	51.97
GRAND TOTAL		1932	919	47.57

SEX OF RESPONDENT ( ) MALE ( ) FEMALE
(See Appendix D - Table 2)

The results of this question can be used in a variety of ways. First, a comparison can be made between the percent of returns by sex, year, and degree and the percent of graduates by sex, year, and degree. this information is necessary to determine if there is any bias in the response rate. This question can also be used to determine attitudinal differences between the sexes toward their college experiences. Again, this will necessitate a computerized system rather than a hand tabulation system. The results of this question does not indicate any appreciable difference in the percent of response by either sex group. It is recommended that this question be omitted from the questionnaire and the information be gathered for our files before graduation.

APPENDIX D TABLE 2

	1972				1973				1974			
	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
SEX OF RESPONDENT?												
MALE	51.9	52.0	66.7	81.8	54.0	60.3	43.5	57.6	37.3	39.2	50.0	41.9
FEMALE	48.1	48.0	33.3	18.2	46.0	39.7	56.5	42.4	62.7	60.8	50.0	57.1
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	77	25	30	11	226	58	138	33	134	51	104	28
Percent Response to this question	97.5%	100%	93.8%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Percent of Questionnaires mailed												
MALE	56.1	76.0	52.7	65.8	54.8	60.0	47.7	64.5	48.8	72.7	44.8	60.0
FEMALE	43.9	24.0	47.3	34.2	45.2	40.0	52.3	35.5	51.2	27.3	55.2	40.0

I CONSIDER MYSELF TO BE (Ethnic Background)
(See Appendix D - Table 3)

This question, by itself, is of limited use. It shows the ethnic background of the respondents but does not show the ethnic background of those who did not respond. It is not known what percent of the total graduates are from various ethnic background groups. This question aroused some notable indignation on the part of several of the respondents. This is probably due to the emphasis placed on this area in the past. One fact that is noticable is that the average percent of respondents in each ethnic group is approximately the same percent of the total enrollment for the college. It is this researcher's recommendation that the ethnic background be established on the pregraduation orientation questionnaire and this question be omitted on the follow-up survey.

I CONSIDER MYSELF TO BE:	1972 AA	1972 AS	1972 AAS	1972 CC	1973 AA	1973 AS	1973 AAS	1973 CC	1974 AA	1974 AS	1974 AAS	1974 CC
ANGLO	50.7	68.0	48.4	36.4	54.2	54.4	57.0	30.3	57.0	52.9	65.1	64.2
BLACK	2.7	0.0	3.2	18.2	1.8	7.0	2.9	6.1	1.5	11.8	1.9	3.6
INDIAN	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.0	0.0	0.0
ORIENTAL	1.3	0.0	0.0	0.0	0.0	0.0	1.5	0.0	0.0	0.0	0.0	3.6
MEXICAN AMERICAN	45.3	32.0	48.4	45.4	40.0	38.6	36.5	60.6	33.1	31.3	31.1	25.0
OTHER	0.0	0.0	0.0	0.0	4.0	0.0	2.1	3.0	7.7	2.0	1.9	3.6
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	75	25	31	11	225	57	137	33	130	51	103	28
Percent Response to this question	95.0%	100%	96.9%	100%	99.6%	98.3%	99.3%	100%	97.0%	100%	99.0%	100%

WERE YOU EMPLOYED WHILE ATTENDING SAC? IF SO, HOW MANY HOURS PER WEEK?

(See Appendix D - Table 4)

This question proves, for a certain portion of our student body, an assumption which is currently held at San Antonio College. This is the assumption that most of our students work. We can see by this response that the majority of our graduates worked an average of thirty hours per week while attending college. There is a bias in this question however. At San Antonio College there is a large day and evening enrollment. We do not seperate our graduates into day and evening division graduates. Many graduates have been totally or partially enrolled in the evening division and have been employed full time during their enrollment in college. A recommendation would be to ask the graduates if the majority of their classes were taken in the day or evening division and the number of hours worked per week. With this information, the researcher could then determine more accurately the average number of hours worked per week by day students as opposed to evening students. In this way SAC could be more aware of the problems and needs of the evening division students as well as the day students.

APPENDIX D TABLE 4

	1972				1973				1974			
	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
WERE YOU EMPLOYED WHILE ATTENDING SAC?												
YES	67.9	60.0	67.7	100	72.1	75.9	70.3	57.6	68.2	60.8	82.5	78.6
NO	32.1	40.0	32.3	0.0	27.9	24.1	29.7	42.4	31.8	39.2	17.5	21.4
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
IF "YES", AVERAGE HOURS PER WEEK?	31.1	29.0	30.9	29.5	32.8	30.7	29.0	31.6	30.4	30.7	31.9	28.5
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	78	25	31	11	226	58	138	33	129	51	103	28
Percent Response to this question	98.7%	100%	96.9%	100%	100%	100%	100%	100%	96.3%	100%	99.0%	100%

WERE YOU EMPLOYED FULL TIME IN THE SAME OR RELATED FIELDS OF STUDY BEFORE ENTERING SAC? (See Appendix D - Table 5)

This chart shows that the majority of our graduates were not employed full time in the same or related field as their major. This means that most of the students do not or did not have the job or the training for the job they want and are using college to help them get into a particular field of employment. This question also has a built in bias because of the large evening division enrollment who worked full time. We believe that a substantial percentage of graduates who did work full time before enrolling in college is related to the evening division enrollment. It is recommended that future follow-up questions in regards to this area distinguish between graduates who were in the day division and those who were in the evening division.

APPENDIX D TABLE 5

WERE YOU EMPLOYED FULL TIME IN THE SAME OR RELATED FIELD OF STUDY BEFORE ENTERING SAC?		1972				1973				1974			
		AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
	YES	18.7	30.4	21.9	30.0	30.4	41.8	26.9	12.9	21.5	30.0	35.5	17.9
	NO	81.3	69.6	78.1	70.0	69.6	58.2	73.1	87.1	78.5	70.0	65.0	82.1
		100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents		79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question		75	23	32	10	217	55	134	31	121	50	100	28
Percent Response to this question		94.9%	92.0%	100%	90.9%	96.0%	94.8%	97.1%	93.9%	90.3%	98.0%	96.1%	100%

DID YOU REGULARLY USE THE SERVICES OF THE COUNSELING OFFICE?
(See Appendix D - Table 6)

At San Antonio College every beginning student in the day division is required to see a counselor before registration. The response to this question seems to indicate that during the past three years the large majority of our students did not use the counseling services regularly. There is a trend visiable from this survey in that more of the graduates in 1974 regularly used the counseling office than in 1972 or 1973. From the comments section there seems to be several reasons for this non-use of the counseling department. There could be a bias in this area in that many graduates are from the evening division, and they are not required to see a counselor.

DID YOU REGULARLY USE THE SERVICES OF THE COUNSELING OFFICE?	1972 AA	1972 AS	1972 AAS	1972 CC	1973 AA	1973 AS	1973 AAS	1973 CC	1974 AA	1974 AS	1974 AAS	1974 CC
YES	27.5	33.3	37.5	22.2	37.6	26.9	39.4	29.0	48.3	20.8	47.4	39.3
NO	72.5	66.7	62.5	77.8	62.4	73.1	60.6	71.0	51.7	79.2	52.6	60.7
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	69	21	24	9	194	52	127	31	120	48	95	28
Percent Response to this question	87.3%	84.0%	75.0%	81.8%	85.8%	89.7%	92.0%	93.9%	89.6%	94.1%	91.3%	100%

DID YOU KNOW A COUNSELOR AT SAC BY NAME?
(See Appendix D - Table 7)

Although the majority of our graduates did not make regular use of the counseling office, a majority of the same graduates did know a counselor by name. This could mean that the graduates knew a counselor by name and knew where they could find this counselor if they needed him. There could be a social bias on this question. Several writers have proven that a person has a tendency to answer a question of this type with "yes" rather than admit he did not know. In other words, the graduates might say they knew a counselor by name; but, in fact, they did not. This could also mean that the graduates knew a counselor by name but did not feel they needed to make regular use of the counseling office.

APPENDIX D TABLE 7

	1972				1973				1974			
DID YOU KNOW A COUNSELOR AT SAC BY NAME?	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
YES	56.5	66.7	62.5	33.3	52.6	52.9	69.6	41.9	69.2	66.7	66.0	61.5
NO	43.5	33.3	37.5	66.7	47.4	47.1	30.4	58.1	30.8	33.3	34.0	38.5
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	69	21	24	9	192	51	125	31	120	48	94	26
Percent Response to this question	87.3%	84.0%	75.0%	81.8%	85.0%	87.9%	90.6%	93.9%	89.6%	94.1%	90.4%	92.9%

WERE YOU AWARE OF THE JOB PLACEMENT OFFICE AT SAC WHILE YOU WERE ENROLLED?

(See Appendix D - Table 8)

The Job Placement Office at San Antonio College is fairly new as a full-time position. During the past three years, there is a trend for the Job Placement Office to become better known among the students in nearly every area. Later in this report it is pointed out that many of our students are already employed full time, therefore, have no use for an office of this nature. There is also the fact that the Job Placement Office is open only during the day and not in the evening division.

WERE YOU AWARE OF THE JOB PLACEMENT OFFICE AT SAC WHILE YOU WERE ENROLLED?	1972				1973				1974			
	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
YES	31.9	19.0	58.3	44.4	38.9	48.1	78.7	25.0	44.2	50.0	61.7	51.9
NO	68.1	81.0	41.7	55.6	61.1	51.9	21.3	75.0	55.8	50.0	38.3	48.1
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	69	21	24	9	190	52	127	32	120	50	94	27
Percent of Response to this question	87.3%	84.0%	75.0%	81.8%	84.1%	89.7%	92.0%	97.0%	89.6%	98.0%	90.4%	96.4%

PRESENT STATUS

(See Appendix D - Table 9)

It is evident that the majority of the graduates from San Antonio College are employed full time. The graduates with an Associate in Applied Science consistently lead in this field because most of them took a course of study to prepare them to enter the work force. This study also shows that many of the graduates are continuing their education either on a full-time or a part-time basis. It should be realized that the farther back the researcher goes, the greater the possibility and probability of a graduate entering the work force on a full-time basis. A clear-cut picture can not be drawn from this study because of the multiple response possibility. Many responses were marked with two or more categories.

PRESENT STATUS?	1972				1973				1974			
	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
WORKING FULL TIME	44.8	54.9	65.6	58.4	40.9	50.0	63.6	26.3	33.3	50.8	70.9	21.6
WORKING PART TIME	7.3	9.7	5.7	8.3	11.1	9.7	7.4	2.6	9.9	1.7	3.3	10.8
MILITARY	3.1	0.0	0.0	0.0	1.4	0.0	1.2	0.0	0.0	1.7	1.7	2.7
IN SCHOOL FULL TIME	21.9	16.1	2.9	16.7	30.9	29.2	14.8	44.7	36.3	27.1	10.8	43.3
IN SCHOOL PART TIME	10.4	12.9	14.3	8.3	8.2	9.7	6.2	10.5	8.8	8.5	10.8	13.5
UNEMPLOYED BUT SEEKING FULL-TIME JOB	4.2	3.2	8.6	8.3	1.8	0.0	3.1	5.3	3.5	3.4	0.8	0.0
UNEMPLOYED BUT SEEKING PART-TIME JOB	1.0	0.0	2.9	0.0	0.7	0.0	0.0	5.3	1.8	3.4	0.0	5.4
UNEMPLOYED--NOT SEEKING JOB	7.3	3.2	0.0	0.0	5.0	1.4	3.7	5.3	6.4	3.4	1.7	2.7
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	96	31	35	12	279	72	162	38	171	59	120	37
Percent of Response to this question	Not Applicable because of multiple response possibility.											

WAS THE CURRICULUM YOU WERE ENROLLED IN AT SAC RELATED TO YOUR FIRST JOB? PRESENT JOB? (See Appendix D - Tables 10-A, 10-B, and 10-C)

The results of this question clearly show that graduates are moving into areas of work for which they have formal training. The Associate of Arts and the Certificate of Completion graduates are consistently lower in percent than the Associate of Science and the Associate of Applied Science graduates in going to work in their field of study. This is possibly due to the latitude allowed in the Associate of Arts and the Certificate of Completion areas. If a student is seeking an Associate of Science or an Associate of Applied Science, he is more likely to know with some certainty the area of work in which he plans to enter. The Associate of Arts and the Certificate of Completion offer greater flexibility in the continuation of future formal education.

1972

WAS THE CURRICULUM YOU WERE ENROLLED IN AT SAC RELATED TO YOUR FIRST JOB? PRESENT JOB?

		FIRST JOB	PRESENT JOB	NUMBER OF RESPONDENTS
YES, VERY MUCH	AA	8.6	17.9	134
	AS	58.8	82.8	51
	AAS	62.3	70.2	104
	CC	41.7	30.8	28
YES, SOMEWHAT	AA	24.1	39.3	134
	AS	5.9	13.8	51
	AAS	16.9	19.1	104
	CC	16.6	46.1	28
NO, OR VERY LITTLE	AA	67.3	42.8	134
	AS	35.3	3.4	51
	AAS	20.8	10.7	104
	CC	41.7	23.1	28
NUMBER OF ANSWERS TO THIS QUESTION	AA	58	56	
	AS	34	29	
	AAS	77	84	
	CC	12	13	

1973

WAS THE CURRICULUM YOU WERE ENROLLED IN AT SAC RELATED TO YOUR FIRST JOB? PRESENT JOB?

		FIRST JOB	PRESENT JOB	NUMBER OF RESPONDENTS
YES, VERY MUCH	AA	22.0	30.1	226
	AS	50.0	62.2	58
	AAS	54.5	57.8	138
	CC	27.8	18.2	33
YES, SOMEWHAT	AA	32.1	29.3	226
	AS	15.6	18.9	58
	AAS	18.8	30.0	138
	CC	27.8	36.4	33
NO, OR VERY LITTLE	AA	45.9	40.6	226
	AS	34.4	18.9	58
	AAS	26.7	12.2	138
	CC	44.4	45.4	33
NUMBER OF ANSWERS TO THIS QUESTION	AA	109	123	
	AS	32	37	
	AAS	101	90	
	CC	18	11	

1974

WAS THE CURRICULUM YOU WERE ENROLLED IN AT SAC RELATED TO YOUR FIRST JOB? PRESENT JOB?

		FIRST JOB	PRESENT JOB	NUMBER OF RESPONDENTS
YES, VERY MUCH	AA	15.9	35.1	79
	AS	60.0	73.7	25
	AAS	56.0	70.8	32
	CC	37.5	42.9	11
YES, SOMEWHAT	AA	29.5	29.8	79
	AS	20.0	21.1	25
	AAS	16.0	12.5	32
	CC	12.5	14.2	11
NO, OR VERY LITTLE	AA	54.6	35.1	79
	AS	20.0	5.2	25
	AAS	28.0	16.7	32
	CC	50.0	42.9	11
NUMBER OF ANSWERS TO THIS QUESTION	AA	44	37	
	AS	20	19	
	AAS	25	24	
	CC	8	7	

IF YOUR PRESENT JOB IS NOT RELATED TO YOUR SAC CURRICULUM, PLEASE CHECK "EACH" REASON WHICH APPLIES. (See Appendix D - Table 11)

The graduates with an Associate of Arts and a Certificate of Completion who were not in the same field of study had a tendency to have higher percentages in the reasons of "not sufficiently qualified" than those who received an Associate of Science and an Associate of Applied Science. Again, this was probably due to the fact that the graduates who receive an Associate of Arts and a Certificate of Completion are more flexible in moving from one area to another than in the Associate of Science and the Associate of Applied Science. The reader must be very careful to note the small number of respondents and the number to answer this question. There was such a small number in this category that the percentage of validity is in question.

IF YOUR PRESENT JOB IS NOT RELATED TO YOUR SAC CURRICULUM, PLEASE CHECK "EACH" REASON WHICH APPLIES.	1972				1973				1974			
	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
COULD NOT FIND A JOB IN FIELD OF PREPARATION	5.9	0.0	10.0	0.0	9.9	0.0	21.1	18.2	6.1	50.0	30.0	12.5
FOUND BETTER PAYING JOB IN ANOTHER FIELD	23.5	0.0	20.0	14.3	11.0	14.3	23.6	9.0	6.1	0.0	35.0	12.5
PREFERRED TO WORK IN ANOTHER FIELD	8.8	0.0	0.0	14.3	15.4	28.6	15.8	18.2	6.1	0.0	5.0	25.0
QUALIFIED FOR NEW JOB BY CONTINUING MY EDUCATION	23.5	33.3	20.0	14.3	7.7	21.4	10.5	18.2	14.3	0.0	10.0	12.5
NOT SUFFICIENTLY QUALIFIED IN MY FIELD OF COLLEGE PREPARATION	23.5	0.0	10.0	28.5	27.5	7.1	7.9	18.2	34.7	50.0	0.0	25.0
OTHER	14.8	66.7	40.0	28.6	28.5	28.6	21.1	18.2	32.7	0.0	20.0	12.5
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	34	6	10	7	91	14	38	11	49	4	20	8
Percent of Response to this question	Not Applicable because of multiple response possiblity.											

PLEASE RATE YOUR SATISFACTION WITH YOUR PRESENT JOB IN TERMS OF EACH OF THE ASPECTS DESCRIBED BELOW. (See Appendix D - Tables 12-A, 12-B, and 12-C)

This question indicates quite a few things. Most of the graduates who work are fairly well pleased with their jobs. They are dissatisfied in two areas--salary and the opportunity for advancement. This may be unique to San Antonio or it may be a trend found throughout Texas. San Antonio has consistently run next to the bottom in average hourly wage of all the larger cities in Texas, while at the same time the cost of living has been at or next to the highest. San Antonio also has very few large businesses or industries; therefore, the opportunity for advancement may be limited because of the smaller size of the businesses. This survey also shows that the Certificate of Completion graduates are less satisfied in the overall aspects of his job than the other three degree fields.

PLEASE RATE YOUR SATISFACTION WITH YOUR PRESENT JOB IN TERMS OF EACH OF THE ASPECTS DESCRIBED BELOW:

1972

		SUPERIOR	GOOD	FAIR	POOR	NUMBER OF RESPONSES
a) CHALLENGING AND INTERESTING WORK	AA	41.3	47.9	6.5	4.3	46
	AS	68.4	31.6	0.0	0.0	19
	AAS	55.6	37.0	0.0	7.4	27
	CC	28.6	71.4	0.0	0.0	7
b) RELATIONS WITH COLLEAGUES	AA	47.8	39.1	10.9	2.2	46
	AS	42.1	52.6	5.3	0.0	19
	AAS	46.2	38.5	11.5	3.8	26
	CC	14.3	71.4	14.3	0.0	7
c) SALARY	AA	15.2	45.7	30.4	8.7	46
	AS	42.1	42.1	10.5	5.3	19
	AAS	22.2	33.3	29.7	14.8	27
	CC	25.0	37.5	25.0	12.5	8
d) OPPORTUNITY FOR ADVANCEMENT	AA	22.2	28.9	28.9	20.0	45
	AS	36.8	42.1	5.3	15.8	19
	AAS	14.8	40.8	25.9	18.5	27
	CC	28.6	28.6	42.8	0.0	7
e) OVERALL ASPECTS OF YOUR JOB	AA	23.9	52.2	21.7	2.2	46
	AS	42.1	47.4	10.5	0.0	19
	AAS	25.9	55.6	14.8	3.7	27
	CC	0.0	85.7	14.3	0.0	6

Number of Respondents AA 79 AS 25 AAS 32 CC 11

PLEASE RATE YOUR SATISFACTION WITH YOUR PRESENT JOB IN TERMS OF EACH OF THE ASPECTS DESCRIBED BELOW:

1973

		SUPERIOR	GOOD	FAIR	POOR	NUMBER OF RESPONSES
a) CHALLENGING AND INTERESTING WORK	AA	35.7	42.6	14.7	7.0	129
	AS	52.6	36.9	7.9	2.6	38
	AAS	44.4	41.7	9.3	4.6	108
	CC	8.3	58.4	33.3	0.0	12
b) RELATIONS WITH COLLEAGUES	AA	29.4	57.9	9.5	3.2	126
	AS	30.8	64.1	5.1	0.0	39
	AAS	46.7	46.7	3.8	2.8	107
	CC	16.7	75.0	8.3	0.0	12
c) SALARY	AA	9.4	54.4	24.4	11.8	127
	AS	15.4	66.7	12.8	5.1	39
	AAS	10.1	49.5	32.1	8.3	109
	CC	8.3	58.4	33.3	0.0	12
d) OPPORTUNITY FOR ADVANCEMENT	AA	16.6	37.8	28.3	17.3	127
	AS	15.4	48.7	25.6	10.3	39
	AAS	10.3	43.9	23.4	22.4	107
	CC	25.0	16.7	33.3	25.0	12
c) OVERALL ASPECTS OF YOUR JOB	AA	20.5	52.8	22.0	4.7	127
	AS	12.8	74.4	7.7	5.1	39
	AAS	18.9	61.3	18.9	0.9	106
	CC	16.7	33.3	50.0	0.0	12

Number of Respondents AA 134 AS 51 AAS 104 CC 28

PLEASE RATE YOUR SATISFACTION WITH YOUR PRESENT JOB IN TERMS OF EACH OF THE ASPECTS DESCRIBED BELOW:

1974

		SUPERIOR	GOOD	FAIR	POOR	NUMBER OF RESPONSES
a) CHALLENGING AND INTERESTING WORK	AA	35.5	43.5	12.9	8.1	62
	AS	55.9	32.3	5.9	5.9	34
	AAS	40.9	48.9	5.7	4.5	88
	CC	27.3	27.3	27.3	18.1	11
b) RELATIONS WITH COLLEAGUES	AA	33.3	52.4	12.7	1.6	63
	AS	38.2	50.0	8.8	3.0	34
	AAS	32.6	59.6	5.6	2.2	89
	CC	18.2	36.4	45.4	0.0	11
c) SALARY	AA	19.0	46.0	30.2	4.8	63
	AS	11.8	50.0	29.4	8.8	34
	AAS	11.6	55.8	26.8	5.8	86
	CC	18.2	36.4	18.2	27.2	11
d) OPPORTUNITY FOR ADVANCEMENT	AA	19.4	29.0	30.6	21.0	62
	AS	14.7	47.1	20.6	17.6	34
	AAS	17.2	40.2	27.6	15.0	87
	CC	10.0	20.0	20.0	50.0	10
e) OVERALL ASPECTS OF YOUR JOB	AA	24.2	50.0	22.6	3.2	62
	AS	20.6	55.8	11.8	11.8	34
	AAS	21.8	60.9	13.8	3.5	87
	CC	10.0	30.0	40.0	20.0	10

Number of Respondents AA 134 AS 51 AAS 104 CC 28

PLEASE INDICATE BOTH YOUR INITIAL MONTHLY SALARY UPON LEAVING SAC AND YOUR PRESENT SALARY. (See Appendis D - Tables 13-A, 13-B, and 13-C)

This question gives a realistic idea of how much money our graduates can expect to earn initially and after a period of time in the work force. In the Associate of Applied Science area it will be much more realistic to group the salary by technical areas (nursing, medical assisting, data processing, etc.) than to combine them because each area has a unique salary pattern. It is also believed that the longer the period of time the graduate is away from SAC, the less correlation there will be between what was done for the graduate at SAC and what he has done for himself since graduation. Some of the 1972 graduates now have bachelors and masters degrees. Their initial salary could be $1200 and up. While SAC did give them the first two years, it would be foolish to say that it is through our efforts alone that the graduate started at this initial salary.

One trend that is obvious is that after a graduate has been in the work force for a period of time he makes more money than he did initially. There is also a trend toward a higher initial salary in 1974 in nearly all areas. There is more movement between the Associate of Arts graduates' initial salary and their present salary than in any other group. The Associate of Science graduates had a much higher initial salary than in any other group.

APPENDIX [illegible] TABLE 15

PLEASE INDICATE BOTH YOUR INITIAL MONTHLY SALARY UPON LEAVING SAC AND YOUR PRESENT SALARY.

1972

INITIAL				SALARY	PRESENT			
AA	AS	AAS	CC		AA	AS	AAS	CC
20.5	0.0	23.2	12.5	UP TO 300	4.4	0.0	3.8	0.0
15.9	10.5	15.4	12.5	300 - 399	2.2	0.0	3.8	0.0
6.8	15.8	15.4	50.0	400 - 499	6.7	21.1	11.6	0.0
20.5	5.3	15.4	0.0	500 - 599	20.0	0.0	23.1	37.5
13.7	36.7	7.7	0.0	600 - 699	17.8	0.0	3.8	0.0
2.3	15.8	11.5	0.0	700 - 799	15.6	21.1	15.4	12.5
4.5	5.3	3.8	25.0	800 - 899	6.7	10.5	11.6	25.0
4.5	0.0	0.0	0.0	900 - 999	4.4	26.2	15.4	12.5
4.5	5.3	0.0	0.0	1000 - 1099	6.7	5.3	3.8	0.0
0.0	5.3	3.8	0.0	1100 - 1199	2.2	5.3	0.0	0.0
6.8	0.0	3.8	0.0	1200 - UP	13.3	10.5	7.7	12.5
79	25	32	11	Number of Respondents	79	25	32	11
44	19	26	8	Number of Answers to this question	45	19	26	8
55.7	76.0	81.3	72.7	Percent Response to this question	57.0	76.0	81.3	72.7

PLEASE INDICATE BOTH YOUR INITIAL MONTHLY SALARY UPON LEAVING SAC AND YOUR PRESENT SALARY.

1973

INITIAL				SALARY	PRESENT			
AA	AS	AAS	CC		AA	AS	AAS	CC
14.3	10.8	22.2	46.2	UP TO 300	2.5	5.3	1.9	0.0
14.3	16.2	24.0	7.7	300 - 399	9.3	2.6	5.7	9.1
15.1	5.4	22.2	15.4	400 - 499	11.9	5.3	21.0	27.2
11.8	5.4	10.2	30.7	500 - 599	10.2	10.5	29.4	9.1
7.6	21.7	6,5	0.0	600 - 699	11.1	2.6	8.6	9.1
13.4	16.2	4.6	0.0	700 - 799	10.2	5.3	7.6	9.1
8.4	5.4	1.9	0.0	800 - 899	7.6	15.8	8.6	0.0
4.2	0.0	2.8	0.0	900 - 999	9.3	15.8	3.8	9.1
5.9	8.1	5.6	0.0	1000 - 1099	8.5	13.2	6.7	18.2
0.8	5.4	0.0	0.0	1100 - 1199	5.9	0.0	2.9	0.0
4.2	5.4	0.0	0.0	1200 - UP	13.5	23.6	3.8	9.1
226	58	138	33	Number of Respondents	226	58	138	33
119	37	108	13	Number of Answers to this question	118	38	105	11
52.7	63.8	78.3	39.4	Percent Response to this question	52.2	65.5	76.1	33.3

APPENDIX D TABLE 13-

PLEASE INDICATE BOTH YOUR INITIAL MONTHLY SALARY UPON LEAVING SAC AND YOUR PRESENT SALARY.

1974

INITIAL				SALARY	PRESENT			
AA	AS	AAS	CC		AA	AS	AAS	CC
20.0	8.8	12.8	0.0	UP TO 300	9.8	0.0	2.5	0.0
18.3	5.9	15.1	11.1	300 - 399	6.6	3.1	3.7	10.0
15.0	14.7	23.3	44.5	400 - 499	14.8	18.8	19.8	0.0
8.3	2.9	11.6	22.2	500 - 599	6.6	3.1	19.8	40.0
10.0	17.7	10.5	22.2	600 - 699	11.5	3.1	16.0	10.0
6.7	20.6	7.0	0.0	700 - 799	13.0	18.8	8.6	10.0
11.7	17.7	5.8	0.0	800 - 899	13.0	34.4	4.9	20.0
0.0	5.9	5.8	0.0	900 - 999	6.6	3.1	4.9	0.0
3.3	0.0	2.3	0.0	1000 - 1099	3.3	9.4	6.2	0.0
1.7	2.9	2.3	0.0	1100 - 1199	3.3	0.0	3.7	0.0
5.0	2.9	3.5	0.0	1200 - UP	11.5	6.2	9.9	10.0
134	51	104	28	Number of Respondents	134	51	104	28
60	34	86	9	Number of Answers to this question	61	32	81	10
44.8	66.7	82.7	32.1	Percent Response to this question	45.5	62.7	77.9	35.7

PLEASE MARK THE ONE SOURCE MOST HELPFUL IN GETTING YOUR INITIAL FULL-TIME JOB UPON LEAVING SAC. (See Appendix D - Table 14)

The high "other" response to this question has prompted the consideration of adding another category, "I already had the job when I enrolled at SAC." This response was the most predominant in the answers. Other responses that were frequently checked were, "Relative or friend" and "answered an advertisement." This shows that many of our graduates do have the initiative to go out and seek a job on their own without relying on the school to get it for them. There were certain trends however. The Associate of Applied Science got jobs more often through the college activities than the other three groups. The Associate of Arts relied more heavily on relatives or friends than any other group.

PLEASE MARK THE ONE SOURCE MOST HELPFUL IN GETTING YOUR INITIAL FULL-TIME JOB UPON LEAVING SAC.	1972				1973				1974			
	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
SAC PLACEMENT OFFICE	0.0	4.8	3.8	0.0	1.6	5.4	18.2	0.0	3.4	3.1	9.8	0.0
SAC FACULTY OR STAFF (Other than Placement)	2.4	9.5	3.8	0.0	4.0	0.0	13.6	0.0	5.1	9.4	13.4	9.1
EMPLOYER CONTACTED AT COLLEGE	2.4	9.5	7.7	0.0	1.6	5.4	4.5	0.0	6.8	9.4	11.0	0.0
TEXAS EMPLOYMENT COMMISSION	9.5	4.8	11.6	0.0	7.9	0.0	1.8	0.0	5.1	0.0	6.1	9.1
PRIVATE EMPLOYMENT SERVICE	4.8	0.0	3.8	11.1	3.2	0.0	3.6	0.0	5.1	3.1	1.2	9.1
ANSWERED AN ADVERTISEMENT	11.9	0.0	0.0	0.0	7.9	5.4	9.1	28.6	5.1	3.1	7.3	9.1
RELATIVE OR FRIEND	23.8	9.5	19.3	22.2	20.6	13.5	12.7	7.1	23.7	9.4	18.3	18.2
OTHER	45.2	61.9	50.0	66.7	53.2	70.3	36.5	64.3	45.7	62.5	32.9	45.4
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	42	21	26	9	126	37	110	14	59	32	82	11
Percent of Response to this question	53.2%	84.0%	81.3%	81.8%	55.8%	63.8%	79.9%	42.4%	44.0%	62.7%	78.8%	39.3%

TO WHAT EXTENT HAVE YOU CONTINUED YOUR EDUCATION SINCE LEAVING SAC?
(See Appendix D - Table 15)

"Took courses at a four-year college" is clearly the most common answer of the Associate of Arts, the Associate of Science, and the Certificate of Completion graduates. The Associate of Applied Science graduates checked "none" most often. This indicates that in many cases the Associate of Applied Science graduate feels that his formal education is complete, and he does not continue in school. However, there is a slight trend toward more Associate of Applied Science graduates to continue their education at a four year school. This may be due to the fact that more and more four year schools now accept the credits received in an Associate of Applied Science program.

TO WHAT EXTENT HAVE YOU CONTINUED YOUR EDUCATION SINCE LEAVING SAC? MARK EACH STATEMENT THAT APPLIES.	1972				1973				1974			
	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
STILL ENROLLED AT SAC OR ANOTHER JUNIOR COLLEGE	1.6	8.6	12.5	0.0	6.9	11.0	15.0	13.3	12.9	9.8	16.6	29.0
NONE	9.0	11.4	35.0	0.0	12.2	9.6	36.6	11.1	12.3	22.9	33.0	0.0
COMPLETED ONE OR MORE EMPLOYER TRAINING PROGRAMS	1.6	11.4	10.0	0.0	5.9	5.5	4.6	6.7	3.1	3.3	4.3	0.0
TOOK COURSES AT ANOTHER JUNIOR COLLEGE	0.0	2.9	0.0	0.0	0.7	1.4	2.0	0.0	3.1	0.0	0.0	0.0
TOOK COURSES AT A FOUR YEAR COLLEGE OR UNIVERSITY	41.0	31.4	7.5	53.8	41.4	35.6	19.6	46.7	45.4	36.1	20.9	48.4
COMPLETED AN ASSOCIATE DEGREE	6.6	5.7	0.0	0.0	6.6	2.7	3.9	0.0	6.7	11.5	8.7	3.2
COMPLETED A BACHELOR'S DEGREE	24.6	20.0	12.5	38.5	12.5	13.7	3.9	4.4	1.2	1.6	3.5	0.0
OTHER	15.6	8.6	22.5	7.7	13.8	20.5	14.4	17.8	15.3	14.8	13.0	19.4
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	122	35	40	13	304	73	153	45	163	61	115	31
Percent of Response to this question	Not Applicable because of multiple response possibility.											

IF YOU HAVE CONTINUED YOUR EDUCATION SINCE LEAVING SAC, PLEASE MARK EACH REASON FOR SUCH FURTHER EDUCATION OR TRAINING WHICH APPLIES TO YOU.
(See Appendix D - Table 16)

The responses chosen with the highest percent for all areas were, "For my own general education and personal satisfaction," and "to prepare for future job opportunities in present position." Perhaps, other responses should be added such as: "a four year degree is generally required for the field in which I plan to enter" and "VA benefits." The separation of day and evening division graduates might prove to change the percentages in some of the areas.

IF YOU HAVE CONTINUED YOUR EDUCATION SINCE LEAVING SAC, PLEASE MARK EACH REASON FOR SUCH FURTHER EDUCATION OR TRAINING WHICH APPLIES TO YOU.	1972				1973				1974			
	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
TO PREPARE FOR FURTHER JOB OPPORTUNITIES IN PRESENT POSITION	26.7	27.8	20.0	40.0	21.8	22.2	27.8	20.0	22.5	27.3	28.9	26.2
TO IMPROVE SKILLS AND ABILITIES IN PRESENT JOB	7.9	22.2	20.0	6.7	10.7	13.6	18.0	11.1	11.8	14.5	19.0	9.5
FOR MY OWN GENERAL EDUCATION OR PERSONAL SATISFACTION	34.7	27.8	43.3	40.0	36.7	37.0	33.9	31.1	39.5	36.4	32.3	31.0
TO CHANGE OCCUPATIONS	15.8	0.0	3.3	0.0	16.2	6.2	10.5	15.6	9.1	7.2	6.6	11.9
IT IS EXPECTED BY MY EMPLOYER	1.0	8.3	0.0	0.0	3.2	6.2	0.0	4.4	1.1	0.0	5.8	0.0
OTHER	13.9	13.9	13.4	13.3	11.4	14.8	9.8	17.8	16.0	14.6	7.4	21.4
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	101	36	30	15	308	81	133	45	187	55	121	42
Percent of Response to this question	Not Applicable because of multiple response possibility.											

IF YOU HAVE CONTINUED YOUR EDUCATION, WAS THE CURRICULUM IN WHICH YOU WERE ENROLLED AT SAC RELATED TO YOUR LATER STUDY? (See Appendix D - Table 17)

For those graduates who did continue their education, approximately ninty percent continued in the same or related field of study as their major at San Antonio College. There is no particular trend established in order to draw any definite conclusions. This is good information to have but of no particular value by itself. It would be helpful to know if the total percentage of graduates who continue their education is the same percentage as the respondents. There may be some bias in this area because of the small number of respondents.

IF YOU HAVE CONTINUED YOUR EDUCATION, WAS THE CURRICULUM YOU WERE ENROLLED IN AT SAC RELATED TO YOUR LATER STUDY?	1972				1973				1974			
	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
YES, VERY MUCH	58.5	52.9	65.0	45.5	52.7	68.1	44.9	46.7	56.9	52.8	41.3	66.7
YES, SOMEWHAT	35.4	29.4	25.0	36.4	36.7	19.1	35.9	40.0	35.3	33.3	50.8	25.9
NO, OR VERY LITTLE	6.1	17.7	10.0	18.1	10.6	12.8	19.2	13.3	7.8	13.9	7.9	7.4
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	65	17	20	11	188	47	78	30	116	36	63	27
Percent of Response to this question	82.3%	68.0%	62.5%	100%	83.2%	81.0%	56.5%	90.9%	86.6%	70.6%	60.6%	96.4%

DID YOU AT ANY TIME CHANGE FROM ONE CURRICULUM TO ANOTHER WHILE AT SAC?

(See Appendix D - Table 18)

The majority of the graduates did not change their major while at SAC. The group that consistently showed the highest change rate was the Certificate of Completion graduates. We believe the Certificate of Completion graduates are uncertain of what they want to do and do not complete the requirements for any of the regular Associate degrees. Approximately twenty-five percent of all respondents stated they did change their curriculum while at SAC. Approximately the same or a slightly higher percent used the counseling office regularly (Table 6). The remaining seventy-five percent (approximately) did not change their curriculum while at SAC.

APPENDIX D TABLE 18

	1972				1973				1974			
DID YOU AT ANY TIME CHANGE FROM ONE CURRICULUM TO ANOTHER WHILE AT SAC?	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
YES	25.0	16.0	25.8	36.4	33.6	14.0	25.7	46.9	31.8	24.0	16.0	25.9
NO	75.0	84.0	74.2	63.6	66.4	86.0	74.3	53.1	68.2	76.0	84.0	74.1
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	76	25	31	11	217	57	136	32	129	50	100	27
Percent of Response to this question	96.2%	100%	96.9%	100%	96.0%	98.3%	98.6%	97.0%	96.3%	98.0%	96.2%	96.4%

IF YOUR ANSWER TO QUESTION 4 WAS "YES", PLEASE MARK THE REASON(S) FOR CHANGING YOUR CURRICULUM. (See Appendix D - Table 19)

For those graduates who did change their major, the primary reason was "a change in career goals." Another reason for changing curriculums was "wrong choice in the first place." From fifteen to twenty percent of all respondents who changed curriculums changed for this reason. This could mean that there is a great need for career education on the college level as well as on the high school level.

IF YOUR ANSWER TO QUESTION 4 WAS "YES", PLEASE MARK THE REASON(S) FOR CHANGING YOUR CURRICULUM AS NOTED BELOW:	1972				1973				1974			
	AA	AS	AAS	CC	AA	AS	AAS	CC	AA	AS	AAS	CC
DISSATISFIED WITH CURRICULUM	12.5	14.3	9.1	0.0	6.6	0.0	6.4	2.7	11.0	7.7	5.3	10.0
DISSATISFIED WITH INSTRUCTION	12.5	0.0	0.0	0.0	3.3	0.0	4.3	5.4	9.5	0.0	5.3	0.0
LITTLE OPPORTUNITY IN FIELD	5.0	0.0	9.1	25.0	10.7	0.0	6.4	13.5	5.5	7.7	5.3	0.0
WRONG CHOICE OF CURRICULUM IN THE FIRST PLACE	15.0	28.7	9.1	25.0	19.7	30.0	23.4	18.9	17.8	7.7	15.8	10.0
LOW ACHIEVEMENT	10.0	0.0	0.0	0.0	3.3	0.0	2.1	8.1	2.7	3.8	0.0	0.0
LOSS OF INTEREST	10.0	14.3	18.2	0.0	13.1	20.0	6.4	16.3	11.0	15.4	0.0	20.0
PERSONAL PROBLEM	0.0	0.0	0.0	0.0	4.1	0.0	6.4	2.7	1.4	15.4	0.0	0.0
COUNSELOR'S ADVICE	5.0	0.0	9.1	0.0	2.5	0.0	4.3	2.7	1.4	3.8	5.3	0.0
CHANGED CAREER GOALS	20.0	28.6	27.2	50.0	35.1	50.0	31.8	27.0	34.2	30.8	42.0	40.0
OTHER	10.0	14.3	18.2	0.0	1.6	1.0	8.5	2.7	5.5	7.7	21.0	20.0
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Number of Respondents	79	25	32	11	226	58	138	33	134	51	104	28
Number of Answers to this question	40	7	11	4	122	10	47	37	73	26	19	10
Percent of Response to this question	Not Applicable because of multiple response possibility.											

HOW WELL DID SAC PREPARE YOU IN EACH OF THE FOLLOWING ASPECTS?
(See Appendix D - Tables 20-A, 20-B, and 20-C)

With this question a generally positive attitude toward preparation at SAC is found. There were two specific points which were significant. First, question E (knowledge about career opportunities) consistently received the most negative response of all the questions. This means that while SAC does well in most areas, it neglects to educate the students in the areas of job availability and where the graduates can use the skills learned. The other trend is that the Associate of Applied Science graduates felt more positive about questions A (technical knowledge and understanding) and B (job or learning skill) than did the other groups. The Associate of Arts graduates consistently scored a higher rating on the areas of question C (getting along with people) and D (self-understanding).

One item of interest which may or may not be valid is that in all but five cases, the highest percent of responses were in the "good" section. This can mean a number of things. It could show the generally accepted idea of rating everything positively. It could show apathy on the graduates' part. It could even mean that the respondents were getting tired of answering the questionnaire.

APPENDIX D TABLE 20-A

1972

HOW WELL DID SAC PREPARE YOU IN EACH OF THE FOLLOWING ASPECTS?		SUPERIOR	GOOD	FAIR	POOR	NUMBER OF RESPONSES
a) TECHNICAL KNOWLEDGE AND UNDERSTANDING	AA	11.8	54.0	23.7	10.5	76
	AS	25.0	62.5	12.5	0.0	24
	AAS	25.8	67.7	6.5	0.0	31
	CC	10.0	60.0	20.0	10.0	10
b) JOB OR LEARNING SKILL	AA	12.5	44.5	33.3	9.7	72
	AS	25.0	41.7	25.0	8.3	24
	AAS	19.4	58.1	16.1	6.4	31
	CC	10.0	50.0	20.0	20.0	10
c) GETTING ALONG WITH PEOPLE	AA	21.3	60.0	16.0	2.7	75
	AS	20.8	62.5	12.5	4.2	24
	AAS	17.2	62.1	13.8	6.9	29
	CC	0.0	70.0	20.0	10.0	10
d) SELF-UNDERSTANDING	AA	21.3	60.0	18.7	0.0	75
	AS	17.4	60.9	17.4	4.3	23
	AAS	12.9	67.7	16.1	3.2	31
	CC	10.0	60.0	20.0	10.0	10
e) KNOWLEDGE ABOUT CAREER OPPORTUNITIES	AA	6.8	41.1	37.0	15.1	73
	AS	20.8	41.7	20.8	16.7	24
	AAS	12.9	48.4	22.6	16.1	31
	CC	0.0	50.0	30.0	20.0	10
f) COMMUNICATION SKILLS (ORAL OR WRITTEN)	AA	22.1	62.3	14.3	1.3	77
	AS	25.0	41.7	20.8	12.5	24
	AAS	12.9	48.4	32.3	6.4	31
	CC	9.1	63.6	18.2	9.1	11
g) GENERAL EDUCATION	AA	29.9	66.2	3.9	0.0	77
	AS	20.8	79.2	0.0	0.0	24
	AAS	15.6	71.9	12.5	0.0	32
	CC	27.3	63.6	9.1	0.0	11

1973

HOW WELL DID SAC PREPARE YOU IN EACH OF THE FOLLOWING ASPECTS?

		SUPERIOR	GOOD	FAIR	POOR	NUMBER OF RESPONSES
a) TECHNICAL KNOWLEDGE AND UNDERSTANDING	AA	16.3	53.4	22.1	8.2	208
	AS	19.6	62.5	16.1	1.8	56
	AAS	39.6	51.1	8.6	0.7	139
	CC	6.3	53.1	37.5	3.1	32
b) JOB OR LEARNING SKILL	AA	12.7	43.9	32.5	10.9	212
	AS	10.7	50.0	33.9	5.4	56
	AAS	31.9	52.5	14.2	1.4	141
	CC	6.7	33.3	40.0	20.0	30
c) GETTING ALONG WITH PEOPLE	AA	26.6	53.7	16.1	3.6	218
	AS	18.2	61.8	14.5	5.5	55
	AAS	18.2	60.6	18.2	3.0	137
	CC	18.8	50.0	25.0	6.2	32
d) SELF-UNDERSTANDING	AA	27.6	47.0	18.9	6.5	217
	AS	17.9	57.1	25.0	0.0	56
	AAS	13.8	58.7	21.0	6.5	138
	CC	15.6	46.9	25.0	12.5	32
e) KNOWLEDGE ABOUT CAREER OPPORTUNITIES	AA	12.7	34.7	30.5	22.1	213
	AS	12.5	44.6	28.6	14.3	56
	AAS	21.7	42.0	29.0	7.3	138
	CC	9.1	27.3	21.2	42.4	33
f) COMMUNICATION SKILLS (ORAL OR WRITTEN)	AA	25.8	54.9	18.4	0.9	217
	AS	10.5	64.9	24.6	0.0	57
	AAS	23.0	51.1	23.0	2.9	139
	CC	18.8	46.9	15.6	18.8	32
g) GENERAL EDUCATION	AA	35.7	58.5	5.8	0.0	224
	AS	22.8	66.7	10.5	0.0	57
	AAS	21.0	67.4	10.9	0.7	138
	CC	27.3	57.6	15.1	0.0	33

1974

HOW WELL DID SAC PREPARE YOU IN EACH OF THE FOLLOWING ASPECTS?		SUPERIOR	GOOD	FAIR	POOR	NUMBER OF RESPONSES
a) TECHNICAL KNOWLEDGE AND UNDERSTANDING	AA	11.3	49.6	27.8	11.3	115
	AS	16.3	71.4	8.2	4.1	49
	AAS	32.7	59.6	7.7	0.0	104
	CC	23.1	30.8	34.6	11.5	26
b) JOB OR LEARNING SKILL	AA	11.1	46.2	35.0	7.7	117
	AS	14.3	53.1	26.5	6.1	49
	AAS	34.3	51.0	13.7	1.0	102
	CC	24.0	24.0	24.0	28.0	25
c) GETTING ALONG WITH PEOPLE	AA	26.8	58.3	11.8	3.1	127
	AS	19.6	51.0	23.5	5.9	51
	AAS	23.8	58.4	14.9	2.9	101
	CC	23.1	38.5	34.6	3.8	26
d) SELF-UNDERSTANDING	AA	30.2	55.6	10.3	3.9	126
	AS	16.3	57.1	24.5	2.1	49
	AAS	21.4	58.2	17.5	2.9	103
	CC	25.9	48.2	22.2	3.7	27
e) KNOWLEDGE ABOUT CAREER OPPORTUNITIES	AA	14.0	28.1	37.2	20.7	121
	AS	8.0	54.0	24.0	14.0	50
	AAS	20.4	46.6	25.2	7.8	103
	CC	11.1	51.9	14.8	22.2	27
f) COMMUNICATION SKILLS (ORAL OR WRITTEN)	AA	32.3	48.9	14.9	3.9	127
	AS	14.0	68.0	14.0	4.0	50
	AAS	24.8	52.4	20.8	2.0	101
	CC	29.7	37.0	18.5	14.8	27
g) GENERAL EDUCATION	AA	34.6	58.3	7.1	0.0	127
	AS	23.5	72.6	3.9	0.0	51
	AAS	27.2	63.1	8.7	1.0	103
	CC	32.1	57.2	10.7	0.0	28

APPENDIX E

6. How well did San Antonio College prepare you in each of the following aspects?
(Mark only one answer for each aspect.)

	Superior	Good	Fair	Poor
a. General	( )	( )	( )	( )
b. Communication skills (oral or written)	( )	( )	( )	( )
c. Getting along with people	( )	( )	( )	( )
d. Self-understanding	( )	( )	( )	( )
e. Technical knowledge and understanding	( )	( )	( )	( )
f. Job or learning skills	( )	( )	( )	( )
g. Knowledge about career opportunities	( )	( )	( )	( )

F. AT THIS POINT, PLEASE FEEL FREE TO TELL US WHAT WE CAN DO TO IMPROVE BOTH THE PROGRAM IN WHICH YOU WERE ENROLLED AND THE ENTIRE SCHOOL. (Your comments will not be related to you but will be combined with others from your class.)

SAN ANTONIO COLLEGE
SURVEY OF GRADUATES

Dear Graduate:

We at San Antonio College are continually striving to improve our curriculum through communication with our graduates.

You can help us by taking a few minutes to complete this graduate survey. It will require about ten minutes of your time. Your responses will not be used individually but will be grouped together with those of your classmates and will be used only for this study.

Please complete this survey form now and return it to us in the enclosed self-addressed, stamped envelope. Feel free to make any comments which you believe will help us develop a stronger educational institution.

Sincerely yours,
Rayford Lewis
Rayford Lewis
Follow Up Director

FILL IN THE BLANK OR MARK THE BOX OPPOSITE EACH ITEM THAT BEST REPRESENTS YOUR ANSWER. FEEL FREE TO COMMENT AT ANY POINT.

A. PERSONAL

Name ______________________ Phone number __________

Correct Address ______________________
(street) (city) (state) (zip)

Social Security No. ______________________

(This information is needed in regards to equal opportunity for education and employment.)

1. Sex: ( ) Male ( ) Female

2. I consider myself to be:

( ) Caucasian ( ) Indian ( ) Mexican American
( ) Black ( ) Oriental ( ) Other (specify)__________

B. INFORMATION ABOUT YOUR TENURE AT SAC?

1. What was your major while at SAC? ______________________

2. Were you primarily a student in the ( ) Day Division or ( ) Evening Division?

3. Were you employed while attending SAC? ( ) Yes ( ) No

If "Yes", how many hours per week were you working?__________

4. Were you aware of the Job Placement Office at SAC while enrolled? ( ) Yes ( ) No

C. PRESENT STATUS Mark each statement that applies.

( ) Working full time (35 or more hours per week)
( ) Working part time (less than 35 hours per week)
( ) Military
( ) In school full time (12 hours or more)
( ) In school part time (less than 12 semester hours)
( ) Unemployed, but seeking full-time job
( ) Unemployed, but seeking part-time job
( ) Unemployed, not seeking job. Reason? ______

IF YOU HAVE NOT BEEN EMPLOYED FULL TIME SINCE LEAVING SAN ANTONIO COLLEGE, GO DIRECTLY TO SECTION "E".

D. JOB RELATED INFORMATION

1. Where do you work? ______

2. What is your job title? ______

3. Please mark the one source most helpful in getting your initial full-time job upon leaving San Antonio College. Mark one only.

( ) SAC Placement Office
( ) SAC faculty or staff member (other than Placement)
( ) Employer contact at college
( ) Already employed before attending SAC
( ) Texas Employment Commission
( ) Private Employment Service
( ) Answered an advertisement
( ) Relative or friend
( ) Other (specify) ______

4. Was your SAC curriculum related to your first job after graduation? Your present job?

	First Job	Present Job
Yes, very much	( )	( )
Yes, somewhat	( )	( )
No, or very little	( )	( )

5. If your present job is not related to your SAC curriculum, please check each reason which applies.

( ) Could not find a job in field of preparation
( ) Found better paying job in another field
( ) Preferred to work in another field
( ) Qualified for new job by continuing my education
( ) Not sufficiently qualified for a job in my field of study
( ) Other (specify) ______

6. Please rate your satisfaction with your present job in terms of each of the aspects shown below. Mark one answer for each aspect.

	Superior	Good	Fair	Poor
a) Challenging and interesting work	( )	( )	( )	( )
b) Relations with colleagues	( )	( )	( )	( )
c) Salary	( )	( )	( )	( )
d) Opportunity for advancement	( )	( )	( )	( )
e) Overall aspects of your job	( )	( )	( )	( )

7. Please indicate both your initial monthly salary upon leaving SAC and your present salary. This information will be kept strictly confidential and will not be identified with you as an individual but will be grouped with others in your class.

Initial Salary		Present Salary
( )	Up to $ 300	( )
( )	$ 300--$ 399	( )
( )	$ 400--$ 499	( )
( )	$ 500--$ 599	( )
( )	$ 600--$ 699	( )
( )	$ 700--$ 799	( )
( )	$ 800--$ 899	( )
( )	$ 900--$ 999	( )
( )	$1000--$1099	( )
( )	$1100--$1199	( )
( )	$1200--$ Up	( )

ALL PERSONS SHOULD ANSWER THE QUESTIONS IN THE FOLLOWING SECTIONS

E. PRESENT EDUCATIONAL STATUS AND OPINIONS

1. To what extent have you continued your education since leaving SAC? Mark each statement that applies.

( ) Presently enrolled at SAC or another junior college
( ) Presently enrolled at a four-year college or university
( ) Took courses at a junior college
( ) Took courses at a four-year college or university
( ) Completed a bachelors degree at ______
( ) Completed one or more employer training programs
( ) None
( ) Other (specify) ______

2. If you have continued your education since leaving SAC, please mark each reason for such further education or training which applies to you.

( ) Further education is required for the field I wish to enter
( ) To prepare for further job opportunities in present position
( ) To improve skills and abilities in present job
( ) To change occupation
( ) It is expected by my employer
( ) For my own general education and personal satisfaction
( ) Other (specify) ______

3. If you have continued your education, was the curriculum you were enrolled in at SAC related to your later study?

( ) Yes, very much   ( ) Yes, somewhat   ( ) No, or very little

4. Did you at any time change from one major to another while at SAC?

( ) No   ( ) Yes, I changed from ______ to ______

5. If your answer to question 4 was YES, please mark the reason(s) for changing your curriculum as noted below:

( ) Dissatisfied with curriculum
( ) Dissatisfied with instruction
( ) Little opportunity in field
( ) Wrong choice of curriculum
( ) Changed career goals
( ) Low achievement
( ) Loss of interest
( ) Personal problem
( ) Counselor's advice
( ) Other (specify) ______

APPENDIX F

SAN ANTONIO COLLEGE 1300 SAN PEDRO · (512) 734-7311 · SAN ANTONIO, TEXAS 78284

JOB PLACEMENT OFFICE

Dear SAC Graduate:

Please allow us to be one of the first to congratulate you on your pending graduation from San Antonio College. We trust this point will be only a stepping stone to great achievements for you.

The Job Placement Office is available for your use either now or at a later date if the need arises. Many businesses call us for graduates with backgrounds in various areas of concentration.

Approximately six months from your graduation date, you will be receiving a Follow-Up survey form from us. The purpose of this survey is to give you an opportunity to help us evaluate our school and the many programs and services we have tried to make available to you. When it arrives, please take a few minutes to fill it in.

Again, congratulations on your graduation.

Sincerely yours,

Rayford Lewis

Rayford T. Lewis
Placement Director

sde

APPENDIX G

SAN ANTONIO COLLEGE 1300 SAN PEDRO • (512) 734-7311 • SAN ANTONIO, TEXAS 78284

JOB PLACEMENT OFFICE

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Please allow us to be one of the first to congratulate you on your graduation from San Antonio College. We trust this point will be only a stepping stone to great achievements for you.

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Again, congratulations on your graduation.

Sincerely yours,

Rayford Lewis

Rayford T. Lewis
Placement Director

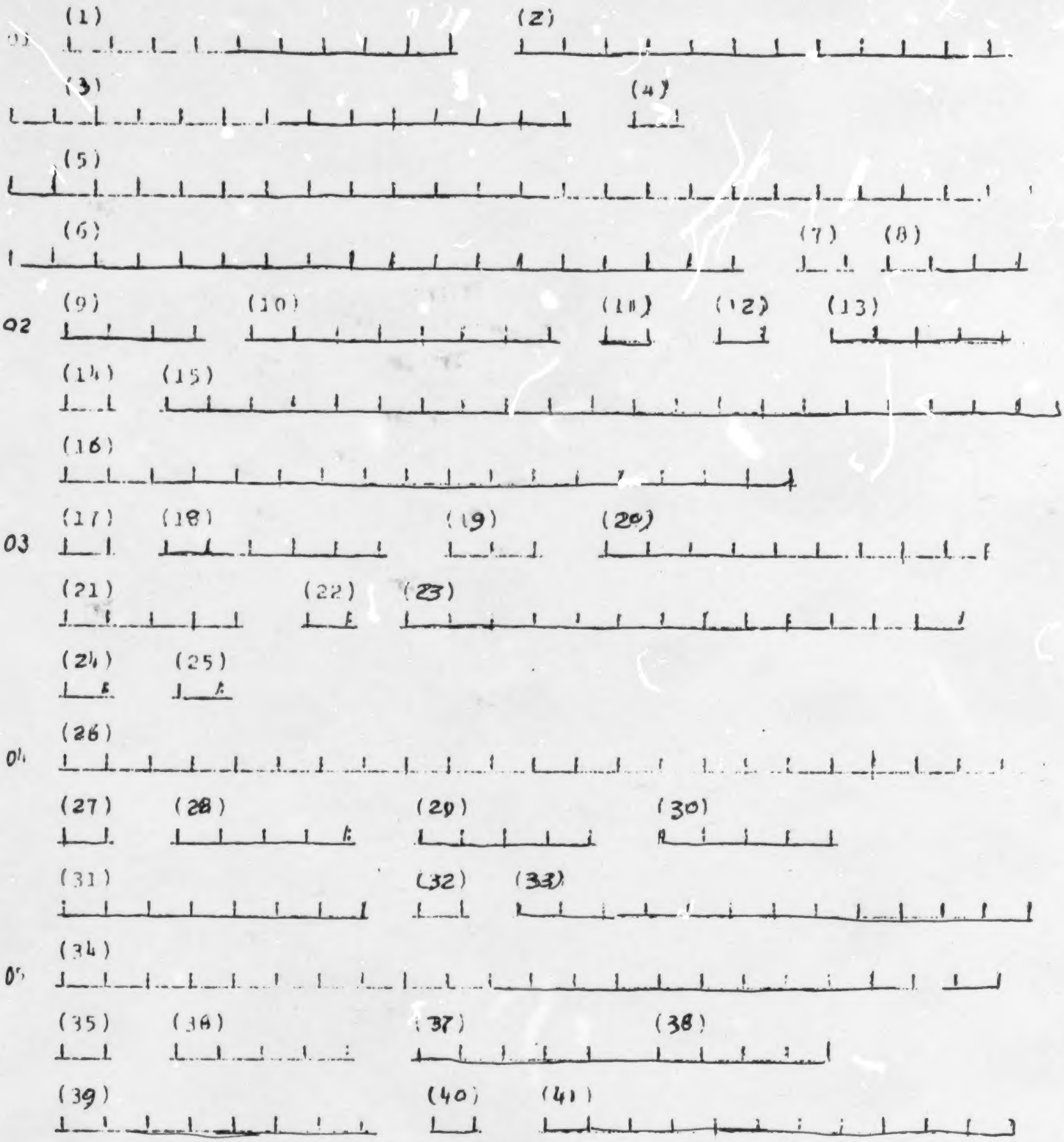
sde

APPENDIX H

MASTER DATA RECORD SUPPLEMENT FORM

Use this form when filling out the Master Data Record. Please print and fill in the blanks left to right starting (1) through (41). Answer all questions to the best of your ability.

(1) Social Security Number
(2) Last Name
(3) First Name
(4) Middle Initial
(5) Street Address (Present)
(6) City
(7) State 1=Texas, 2=Other
(8) Zip Code
(9) Area Code
(10) Phone Number
(11) Sex M=Male, F=Female
(12) Ethnic 1=Caucasian, 2=American Indian, 3=Black, 4=Oriental, 5=Mexican American, 6=Other
(13) Birth Date Month, Day, Year
(14) Veteran 1=Yes, 2=No
(15) Permanent Street Address (If different from #5)
(16) Permanent City
(17) Permanent State 1=Texas, 2=Other
(18) Permanent Zip Code
(19) SAC Major
01-Associate of Art, Major?
02-Associate of Science, Major?
03-Certificate of Completion, Major?
Associate of Applied Science in
04-Advertising Art, 05-Air Conditioning and Refrigeration, 06-Business Technology, 07-Child Development, 08-Data Processing, 09-Dental Assisting, 10-Drafting, 11-Electronics, 12-Engineering Tech., 13-Fire Science, 14-Health Care Mgt., 15-Home Building, 16-Law Enforcement, 17-Legal Assistant, 18-Library Technology, 19-Medical Assisting, 20-Mid-Management, 21-Mortuary Science, 22-Municipal Administration, 23-AD Nursing, 24-Production Management, 25-Real Estate Mgt., 26-Radio, TV, Film
(20) Major, if not included in list
(21) Date Graduated
(22) Do you plan to continue education 1=Yes, 2=No
(23) Name of college, abbreviate if possible
I.E. Texas A & M, A & M
(24) Do you desire job placement 1=Yes, 2=No
(25) Are you presently employed 1=Yes, 2=No
(26) Company Name
(27) Are you working in the field of study in which you majored 1=Yes, 2=No
(28) Date Employed Month, Year
(29) Date Terminated Month, Year
(30) Monthly Salary (Present)
(31) Telephone Number at which your supervisor can be contacted
(32) Supervisors Title 1-Mr., 2-Mrs., 3-Miss, 4-Ms., 5-Dr.
(33) Supervisors Name (Last)
Questions (34) to (41) same as questions (26-33)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APPENDIX I

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                    MALE

SECTION B.      YES       NO    AV HRS
        3.      177       40     33.0
        4.      122       88
SECTION C.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****
                134        42         8        83        51         9         3        10
SECTION D.
        3.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****
                  0         8         8        88         3         1         2        11        21
        4.  1ST JOB  PRES JOB
                 42        55
                 14        27
                 40        48
        5.|****1****|****2****|****3****|****4****|****5****|****6****
                 13         7         5         7        18        18
        6.  SUPERIOR     GOOD      FAIR      POOR
                 65        48        26         8
                 51        73        16         6
                 21        65        48        12
                 21        66        27        32
                 26        85        32         4
        7.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****|****A****|****B****
                 19        11        12        14        19        11         6         9         8         9        15
                 11         4        12        10        23        16        11         9        11         6        30
SECTION E.
        1.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****
                 44       109         3        17         3        14        33        21
        2.|****1****|****2****|****3****|****4****|****5****|****6****|****7****
                111        51        37        26         9       104        15
        3. VERY MUCH  SCHEWHAT   NO
                 89        68        19
        4.    YES       NO
                153        62
        5.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****|****A****
                  6         6         9        19        40         4        10         4         4        12
        6.  SUPERIOR     GOOD      FAIR      POOR
                 45       144        26         1
                 38       144        32         2
                 51       122        39         2
                 54       126        28         5
                 61       106        41         6
                 45       102        51        14
                 40        69        73        31

TOTAL STUDENTS FOR THIS CATEGORY =  218
```

```
                   MEXICAN AMER

SECTION B.       YES        NO    AV HRS
        3.       116        34      29.0
        4.        94        52
SECTION C.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****
                  85        32         3        53        32         7         5         5
SECTION D.
        3.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****
                   2         4         4        48         4         1         6        13        19
        4.  1ST JOB  PRES JOB
                  30 [illegible]6
                  13        21
                  31        31
        5.|****1****|****2****|****3****|****4****|****5****|****6****
                  10         3         3         3        14        14
        6.  SUPERIOR      GOOD      FAIR      POOR
                  38        40        17         4
                  25        52        17         4
                  13        49        29         7
                  12        43        20        24
                  13        58        26         2
        7.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****|****A****|****B****
                  17         5        15        11         8         5         4         1         6         5         7
                   8         7        10        17        14         9         6         2         6         4        15
SECTION E.
        1.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****
                  30        70         4         5         0         4        35        14
        2.|****1****|****2****|****3****|****4****|****5****|****6****|****7****
                  72        29        18        15         2        58         9
        3. VERY MUCH  SOMEWHAT  NO
                  56        39        14
        4.    YES       NO
                  98        47
        5.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****|****A****
                   4         5         7        12        31         2         9         3         2         8
        6.  SUPERIOR      GOOD      FAIR      POOR
                  28       101        18         0
                  22       100        27         0
                  37        87        24         1
                  42        84        24         0
                  30        75        37         4
                  27        70        43         7
                  25        52        48        23


TOTAL STUDENTS FOR THIS CATEGORY =  151
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               DAY DIVISION

SECTION B.       YES        NO    AV HRS
        3.       207        99      24.0
        4.       202        98
SECTION C.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****
                 137        78         9       135        37        11        10        26
SECTION D.
        3.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****
                   7        17        19        33         6        10        12        31        34
        4.  1ST JOB  PRES JOB
                  78        72
                  20        26
                  46        45
        5.|****1****|****2****|****3****|****4****|****5****|****6****
                  22        12         5         4        19        19
        6.  SUPERIOR      GOOD      FAIR      POOR
                  61        68        29         9
                  72        75        15         4
                  19        71        57        20
                  22        61        43        40
                  27       100        34         5
        7.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****|****A****|****B****
                  46        18        28        15        20         6         6         4         1         1         1
                  23        17        31        26        29        13         8         6         3         1         4
SECTION E.
        1.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****
                  40       134         5        18         3         7        91        33
        2.|****1****|****2****|****3****|****4****|****5****|****6****|****7****
                 155        40        30        18         6       127        15
        3. VERY MUCH  SOMEWHAT        NO
                 115        72        19
        4.       YES        NO
                 197        90
        5.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****|****A****
                  10         9        16        13        58         5        16         5         4        17
        6.  SUPERIOR      GOOD      FAIR      POOR
                  56       215        31         1
                  52       190        56         4
                  62       181        51         7
                  65       171        53         9
                  77       160        50        12
                  66       132        76        25
                  51       102       105        43

TOTAL STUDENTS FOR THIS CATEGORY =  307
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                   DAY DIVISION 04    BUSINESS ADMINISTRATION
                   MALE   CAUCASIAN

SECTION B.       YES        NO    AV HRS
        3.         8         4     30.0
        4.         6         5
SECTION C.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****
                   2         6         1        11         1         0         1         0
SECTION D.
        3.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****
                   0         0         0         2         0         0         0         0         0
        4.  1ST JOB    PRES JOB
                   0         0
                   0         0
                   1         2
        5.|****1****|****2****|****3****|****4****|****5****|****6****
                   0         0         0         1         0         0
        6.  SUPERIOR      GOOD      FAIR      POOR
                   0         2         0         0
                   0         2         0         0
                   0         1         1         0
                   0         1         0         1
                   0         1         1         0
        7.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****|****A****|****B****
                   0         1         0         0         0         0         0         0         0         0         0
                   0         0         1         0         0         0         0         0         0         0         0
SECTION E.
        1.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****
                   0        12         0         2         0         0         0         0
        2.|****1****|****2****|****3****|****4****|****5****|****6****|****7****
                   9         0         0         0         1         9         1
        3. VERY MUCH  SOMEWHAT   NO
                   7         4         1
        4.    YES        NO
                  10         2
        5.|****1****|****2****|****3****|****4****|****5****|****6****|****7****|****8****|****9****|****A****
                   0         1         0         1         2         0         2         0         0         0
        6.  SUPERIOR      GOOD      FAIR      POOR
                   3         8         1         0
                   2         9         1         0
                   1         7         4         0
                   3         7         1         0
                   4         5         3         0
                   3         4         4         1
                   1         5         5         1

TOTAL STUDENTS FOR THIS CATEGORY =   12
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APPENDIX J

CROSS-TABS FOR THE DAY AND EVENING DIVISIONS

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STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES SPSSH - RELEASE 6.02            02/20/76        PAGE   22

FILE   SAC      (CREATION DATE = 02/20/76)   *FOLLOW UP

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * *
   DIVISION                                                       BY  GENERAL
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     GENERAL
            COUNT   I
            ROW PCT ISUPERIOR GOOD      FAIR      POOR         ROW
            COL PCT I                                          TOTAL
            TOT PCT I       1.I       2.I       3.I       4.I
DIVISION    --------I---------I---------I---------I---------I
                 1. I     54  I    214  I     31  I      1  I    300
  DAY               I   18.0  I   71.3  I   10.3  I    0.3  I   73.2
                    I   65.9  I   74.8  I   75.6  I  100.0  I
                    I   13.2  I   52.2  I    7.6  I    0.2  I
                   -I---------I---------I---------I---------I
                 2. I     28  I     72  I     10  I      0  I    110
  EVENING           I   25.5  I   65.5  I    9.1  I    0.0  I   26.8
                    I   34.1  I   25.2  I   24.4  I    0.0  I
                    I    6.8  I   17.6  I    2.4  I    0.0  I
                   -I---------I---------I---------I---------I
            COLUMN       82       28.6        41          1        410
            TOTAL      20.0       69.8      10.0        0.2      100.0

CHI SQUARE =     3.12634 WITH   3 DEGREES OF FREEDOM   SIGNIFICANCE =  0.3726
CRAMER'S V =    0.08722
CONTINGENCY COEFFICIENT =    0.08699
LAMBDA (ASYMMETRIC) =  0.0      WITH DIVISION DEPENDENT.            =  0.0     WITH GENERAL  DEPENDENT.
LAMBDA (SYMMETRIC) =  0.0
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.00688 WITH DIVISION DEPENDENT.          =  0.00489 WITH GENERAL  DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.00572
KENDALL'S TAU B =  -0.07347  SIGNIFICANCE =  0.0624
KENDALL'S TAU A CANNOT BE COMPUTED
KENDALL'S TAU C =  -0.06.68  SIGNIFICANCE =  0.0624
GAMMA =   -0.16703
SOMERS'S D (ASYMMETRIC) = -0.06763 WITH DIVISION DEPENDENT.          = -0.07982 WITH GENERAL  DEPENDENT.
SOMERS'S D (SYMMETRIC) = -0.07322
ETA =  0.08733 WITH DIVISION DEPENDENT.          =  0.07565 WITH GENERAL  DEPENDENT.

NUMBER OF MISSING OBSERVATIONS =       10
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CROSS-TABS FOR ETHNIC BACKGROUNDS

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STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES SPSSH - RELEASE 6.02                02/20/76       PAGE   98

FILE   SAC      (CREATION DATE = 02/20/76)    *FOLLOW UP

* * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * *
   RACE                                                                BY  GENERAL
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * PAGE  1 OF  1

                     GENERAL
           COUNT   I
           ROW PCT ISUPERIOR GOOD        FAIR      POOR         ROW
           COL PCT I                                            TOTAL
           TOT PCT I       1.I       2.I       3.I       4.I
RACE       --------I---------I---------I---------I---------I
                1. I    35   I   135   I    20   I     1   I   191
  CAUCASIAN        I  18.3   I  70.7   I  10.5   I   0.5   I  63.7
                   I  64.8   I  63.1   I  64.5   I 100.0   I
                   I  11.7   I  45.0   I   6.7   I   0.3   I
                  -I---------I---------I---------I---------I
                3. I    17   I    66   I    11   I     0   I    94
  MEXAM            I  18.1   I  70.2   I  11.7   I   0.0   I  31.3
                   I  31.5   I  30.8   I  35.5   I   0.0   I
                   I   5.7   I  22.0   I   3.7   I   0.0   I
                  -I---------I---------I---------I---------I
                4. I     1   I     9   I     0   I     0   I    10
  BLACK            I  10.0   I  90.0   I   0.0   I   0.0   I   3.3
                   I   1.9   I   4.2   I   0.0   I   0.0   I
                   I   0.3   I   3.0   I   0.0   I   0.0   I
                  -I---------I---------I---------I---------I
                6. I     1   I     4   I     0   I     0   I     5
  OTHER            I  20.0   I  80.0   I   0.0   I   0.0   I   1.7
                   I   1.9   I   1.9   I   0.0   I   0.0   I
                   I   0.3   I   1.3   I   0.0   I   0.0   I
                  -I---------I---------I---------I---------I
           COLUMN       54        214        31          1      300
            TOTAL     18.0       71.3      10.3        0.3    100.0

CHI SQUARE =     3.24193 WITH   9 DEGREES OF FREEDOM   SIGNIFICANCE =  0.9539
CRAMER'S V =     0.06002
CONTINGENCY COEFFICIENT =    0.10340
LAMBDA (ASYMMETRIC) =  0.0      WITH RACE     DEPENDENT.          =  0.0      WITH GENERAL  DEPENDENT.
LAMBDA (SYMMETRIC) =  0.0
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.01030 WITH RACE     DEPENDENT.          =  0.01068 WITH GENERAL  DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.01049
KENDALL'S TAU B =   -0.00377  SIGNIFICANCE =  0.4725
KENDALL'S TAU B CANNOT BE COMPUTED
KENDALL'S TAU C =   -0.00237  SIGNIFICANCE =  0.4725
GAMMA =    -0.00816
SOMERS'S D (ASYMMETRIC) = -0.00397 WITH RACE     DEPENDENT.          = -0.00359 WITH GENERAL  DEPENDENT.
SOMERS'S D (SYMMETRIC) = -0.00377
ETA =  0.05458 WITH RACE     DEPENDENT.          =  0.03339 WITH GENERAL  DEPENDENT.

NUMBER OF MISSING OBSERVATIONS =       4
```

CROSS-TABS BY SEX

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STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES SPSSH - RELEASE 6.02            02/20/76        PAGE  166

FILE   SAC       (CREATION DATE = 02/20/76)   *FOLLOW UP

* * * * * * * * * * * * * * * * * *   C R O S S T A B U L A T I O N   O F   * * * * * * * * * * * * * * * * * * *
     SEX                                                              BY  GENERAL
* * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * * *  PAGE  1 OF  1

                     GENERAL
             COUNT  I
             ROW PCT ISUPERIOR GOOD       FAIR       POOR          ROW
             COL PCT I                                             TOTAL
             TOT PCT I       1.I       2.I        3.I        4.I
SEX          --------I---------I---------I---------I---------I
                1.   I    45   I   143   I    26   I     1   I    215
  MALE               I  20.9   I  66.5   I  12.1   I   0.5   I   52.2
                     I  53.6   I  50.0   I  63.4   I 100.0   I
                     I  10.9   I  34.7   I   6.3   I   0.2   I
                    -I---------I---------I---------I---------I
                2.   I    39   I   143   I    15   I     0   I    197
  FEMALE             I  19.8   I  72.6   I   7.6   I   0.0   I   47.8
                     I  46.4   I  50.0   I  36.6   I   0.0   I
                     I   9.5   I  34.7   I   3.6   I   0.0   I
                    -I---------I---------I---------I---------I
             COLUMN       84       286        41          1       412
              TOTAL     20.4      69.4      10.0        0.2     100.0

CHI SQUARE =      3.60025 WITH   3 DEGREES OF FREEDOM   SIGNIFICANCE =  0.3090
CRAMER'S V =     0.09349
CONTINGENCY COEFFICIENT =     0.09307
LAMBDA (ASYMMETRIC) =  0.0       WITH SEX       DEPENDENT.           =  0.0     WITH GENERAL  DEPENDENT.
LAMBDA (SYMMETRIC) =  0.0
UNCERTAINTY COEFFICIENT (ASYMMETRIC) =  0.00704 WITH SEX      DEPENDENT.          =  0.00593 WITH GENERAL  DEPENDENT.
UNCERTAINTY COEFFICIENT (SYMMETRIC) =  0.00644
KENDALL'S TAU B =   -0.03054  SIGNIFICANCE =  0.2612
KENDALL'S TAU A CANNOT BE COMPUTED
KENDALL'S TAU C =   -0.02948  SIGNIFICANCE =  0.2612
GAMMA =    -0.06331
SOMERS'S D (ASYMMETRIC) = -0.03159 WITH SEX      DEPENDENT.          = -0.02954 WITH GENERAL  DEPENDENT.
SOMERS'S D (SYMMETRIC) = -0.03053
ETA =  0.09343 WITH SEX      DEPENDENT.          =  0.03877 WITH GENERAL  DEPENDENT.

NUMBER OF MISSING OBSERVATIONS =       8
```

FREQUENCY DISTRIBUTIONS WITH HISTOGRAM

```
02/20/76          FILE - SAC      - CREATED 02/20/76          PAGE 121

GENERAL

                                             RELATIVE  ADJUSTED    CUM
                                    ABSOLUTE   FREQ      FREQ      FREQ
CATEGORY LABEL               CODE     FREQ    (PCT)     (PCT)     (PCT)

SUPERIOR                       1.       28     16.1      16.3      16.3

GOOD                           2.      123     70.7      71.5      87.8

FAIR                           3.       21     12.1      12.2     100.0

                               0.        2      1.1    MISSING    100.0
                                    ------   ------    ------
                            TOTAL      174    100.0     100.0


02/20/76          FILE - SAC      - CREATED 02/20/76          PAGE 122

GENERAL

     CODE

        I
     1. ******** (     28)
        I  SUPERIOR
        I
        I
     2. ******************************* (    123)
        I  GOOD
        I
        I
     3. ****** (     21)
        I  FAIR
        I
        I
     0. ** (     2)
 (MISSING) I
        I
        I.........I.........I.........I.........I.........I
        0        40        80       120       160       200
        FREQUENCY

MEAN           1.959     STD ERR       0.041     MEDIAN         1.972
MODE           2.000     STD DEV       0.53      VARIANCE       0.285
KURTOSIS       0.484     SKEWNESS     -0.040     RANGE          2.000
MINIMUM        1.000     MAXIMUM       3.000

VALID CASES      172     MISSING CASES     2
```

"T" TEST

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STATISTICAL PACKAGE FOR THE SOCIAL SCIENCES SPSSH - RELEASE 6.02                    02/20/76       PAGE    5

FILE   SAC       (CREATION DATE = 02/20/76)   *FOLLOW UP

- - - - - - - - - - - - - - - - - - - - - - - - - T - T E S T - - - - - - - - - - - - - - - - - - - - - - - - - - - -

GROUP 1 - MAJOR      EC          100.
GROUP 2 - MAJOR      EQ          200.
                                                                          * POOLED VARIANCE ESTIMATE * SEPARATE VARIANCE ESTIMATE
                                                                 *                                 *
VARIABLE              NUMBER              STANDARD    STANDARD   *    F    2-TAIL  *    T    DEGREES OF 2-TAIL *    T    DEGREES OF   2-TAIL
                     OF CASES     MEAN   DEVIATION      ERROR    *  VALUE   PROB.  *  VALUE   FREEDOM   PROB.  *  VALUE   FREEDOM      PROB.
--------------------------------------------------------------------------------------------------------------------------------------------
GENERAL                                                          *                 *                           *
        GROUP 1          241    1.8589      0.568       0.036    *                 *                           *
                                                                 *  1.10   0.508   *  -1.83     411     0.068  *  -1.85    378.61      0.066
        GROUP 2          172    1.9693      0.534       0.041    *                 *                           *
                                                                 *                 *                           *
--------------------------------------------------------------------------------------------------------------------------------------------
COMMUN                                                           *                 *                           *
        GROUP 1          240    2.0000      0.653       0.042    *                 *                           *
                                                                 *  1.14   0.349   *  -0.55     410     0.583  *  -0.56    382.42      0.579
        GROUP 2          172    2.0349      0.611       0.047    *                 *                           *
                                                                 *                 *                           *
--------------------------------------------------------------------------------------------------------------------------------------------
PEOPLE                                                           *                 *                           *
        GROUP 1          237    2.0127      0.704       0.046    *                 *                           *
                                                                 *  1.16   0.298   *   0.95     406     0.341  *   0.96    381.40      0.336
        GROUP 2          171    1.9474      0.653       0.050    *                 *                           *
                                                                 *                 *                           *
--------------------------------------------------------------------------------------------------------------------------------------------
SELF                                                             *                 *                           *
        GROUP 1          238    1.9958      0.726       0.047    *                 *                           *
                                                                 *  1.20   0.206   *   0.44     405     0.657  *   0.45    380.53      0.652
        GROUP 2          169    1.9645      0.663       0.051    *                 *                           *
                                                                 *                 *                           *
--------------------------------------------------------------------------------------------------------------------------------------------
KNOWLED                                                          *                 *                           *
        GROUP 1          234    2.1647      0.765       0.050    *                 *                           *
                                                                 *  1.24   0.132   *   5.35     403     0.000  *   5.44    386.47      0.000
        GROUP 2          171    1.7719      0.686       0.052    *                 *                           *
                                                                 *                 *                           *
--------------------------------------------------------------------------------------------------------------------------------------------
SKILLS                                                           *                 *                           *
        GROUP 1          234    2.3846      0.853       0.056    *                 *                           *
                                                                 *  1.25   0.126   *   5.76     404     0.000  *   5.85    388.56      0.000
        GROUP 2          172    1.9128      0.764       0.058    *                 *                           *
                                                                 *                 *                           *
--------------------------------------------------------------------------------------------------------------------------------------------
CAREER                                                           *                 *                           *
        GROUP 1          239    2.7009      0.961       0.063    *                 *                           *
                                                                 *  1.24   0.127   *   5.18     406     0.000  *   5.26    392.08      0.000
        GROUP 2          174    2.2241      0.861       0.065    *                 *                           *
                                                                 *                 *                           *
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APPENDIX K

UNITED STATES POST OFFICE
Fort Worth, Texas 76101

INSTRUCTIONS FOR MAILERS OF THIRD-CLASS BULK MAIL

GENERAL DESCRIPTION OF THIRD-CLASS MAIL

Mail matter of the third-class shall include books, circulars, catalogs and other matter wholly in print (except newspapers and magazines entered as second-class matter), merchandise and all other mailable matter that is not included in the first, second or fourth class. Printed matter is paper on which words, letters, characters, figures, or images or any combination thereof, not having the character of actual or personal correspondence, have been reproduced by any process other than handwriting or typewriting (automatic or electric). Each piece may weigh up to, but not including, 16 ounces. There is no maximum size -- see Item 9 for minimum size.

INSTRUCTIONS

1. A bulk mailing fee of $30 must be paid for each calendar year by or for any person who mails at the bulk rates (January 1 to December 31), giving you the right to mail your material during that year at the reduced rate of postage. A word of caution -- all material mailed under your bulk mailing fee must be clearly and positively identified as your material, preferably in the text of the matter itself. Material turned over to you by other persons may not be mailed under your bulk mailing fee.

2. Each mailing must consist of separately addressed identical pieces separately addressed to different addresses in quantities of not less than 50 pounds or of not less than 200 pieces. Lesser quantities may not be mailed at bulk rates. "Identical" means pieces of the same size, weight and number of enclosures. Color and textual content may vary.

3. Identifying words must be printed or rubber stamped either in or adjacent to permit imprints, meter stamps or precanceled stamps:

   a. BULK RATE (or BLK. RT.) by regular mailers.

   b. NONPROFIT ORGANIZATION (or NONPROFIT ORG.) by authorized nonprofit organizations.

4. A mailing statement must be presented with each mailing. Each item on the mailing statement must be filled out, either in ink or by typewriter. The mailing statement must bear a headwritten signature. Use Form 3602 for permit imprint mailings and Form 3602-PC for mailings bearing meter or precanceled stamps.

5. Bulk mail must be brought to a post office or station. DO NOT PLACE IN MAIL BOXES. Hours for receipt of mail in the Weighing Section, Main Post Office, are: 8 a.m. to 6 p.m., Monday through Friday, except holidays.

6. Postage may be paid in one of three ways:

   a. By use of postage meter. BULK. RT. slug must be used. Omit date from the meter impression, unless tapes are used. When meter tapes are used on third-class mail, the month and year must be shown, but the day may be omitted.

   b. By use of precanceled stamps. You must have a permit to buy precanceled stamps, but there is no charge for the permit.

   c. By permit imprint. There is a $15 fee for this permit. This permit does not expire as long as you make one mailing each twelve months. The indicia must be printed or rubber stamped and must be large enough to be perfectly legible. Acceptable forms of permit imprint indicia are illustrated. The permit number to be shown will be assigned to you by the Main Post Office Information Center.

BULK RATE
U. S. POSTAGE
PAID
FORT WORTH, TX.
PERMIT NO. ---

NONPROFIT ORG.
U. S. POSTAGE
PAID
FORT WORTH, TX.
PERMIT NO. ---

Money for postage on permit imprint mailings must be on deposit before mail will be released from the Weighing Section. This is the mailer's responsibility. All fractions of postage are carried to the next higher figure.

7. Bulk rates of postage:

If the total postage computed at the pound rates does not amount to the minimum rate per piece or more, postage must be computed at the minimum charge per piece.

a. MINIMUM RATE PER PIECE
ON "AUTHORIZED
NONPROFIT ORGANIZATION" .... 1.8¢ each

	* First 250,000 pieces mailed during calendar year	* Pieces in excess of 250,000 mailed during calendar year
b. MINIMUM RATE PER PIECE ON ALL OTHER MAILERS	.... 6.1¢	.... 6.3¢

* The 250,000 piece limitation must include all those made at bulk pound rates and at minimum per piece rates, at all post offices, under any name, for each durrent calendar year. It is the responsibility of the mailer or his agent to make available upon request of postal officials whatever information is necessary to show the payment of correct minimum pier piece rates on all mailings made during each calendar year.

7. Bulk rates of postage: (Continued)

c.

	Approved Nonprofit Organizations	All Other Mailers
Books and catalogs having 24 or more bound pages with at least 22 printed; seeds, cuttings, bulbs, roots, scions and plants. (See #8 below.)	9¢ per pound or fraction	28¢ per pound or fraction
All matter, except the items above, not included in the first or second class.	11¢ per pound or fraction	32¢ per pound or fraction

8. Regulations affecting third-class books and catalogs of 24 or more pages:

The pages of a 24-page book or catalog must be stapled together with at least two staples or glued, sewn or otherwise permanently fastened together. Loose-leaf books are not acceptable at this rate. At least 22 of the pages must be printed. Loose enclosures are limited to the following:

a. Single reply envelope, or reply card, or both.

b. Single order form.

c. A single printed circular that relates exclusively to the book or catalog.

d. If no other circular is enclosed a printed price list, listing only articles in the catalog and showing the same prices and discounts.

9. Size, shape and raio of third-class cards and envelopes:

a. Minimum size: 3" x 4¼". Cards, envelopes and self-mailers less than 3" in width or 4¼" in length are nonmailable.

b. Maximum size: There is no maximum size for third-class mail, but pieces larger than 9" x 12" are not recommended.

c. Shape: Cards and envelopes having shapes other than rectangular are nonmailable. For Postal purposes, a square is not a rectangle.

d. Ratio: Cards and envelopes having a ratio of width to length of less than 1 to 1.414 are not recommended.

10. Color: Use any light color that does not interfere with legible address. Brilliant colors must not be used nor paper with an overall design.

11. Addressing: Leave at least 3½" of clear space, from top to bottom, at the right hand end of the address side of envelopes and self-mailers. This space will be used for the address, permit imprint, return address, etc. On large envelopes or mailing pieces leave on the right end of the address side a clear rectangular space of not less than 3" x 4¼" for the address, postage, etc.

12. Sealing: The U. S. Postal Service recommends that third-class mail be sealed or secured so that it may be handled by machine.

13. Written additions: You may address, date and sign third-class mail and you may correct an error made in printing. Usually, any other handwriting or typewriting will make your mail first-class matter and not mailable at the bulk third-class rate.

14. ZIP Code: All bulk third-class mail must be fully ZIP Coded and presorted by the ZIP Code.

15. Return addresses: A return address should be placed on all mail. However, a return address is not required on third-class bulk mail which is not of obvious value. If used, it requires a ZIP Code. Third-class bulk mail of obvious value should bear a return address.

16. Undeliverable mail: When third-class mail that is not of obvious value is undeliverable as addressed, it is disposed of as waste unless the sender directs otherwise. Endorsements that may be used are:

    a. "Return Postage Guaranteed." Mail bearing these words is considered to be of obvious value and will be transferred without charge to a new local address. When it cannot be delivered, however, it is returned to the sender marked "Undeliverable as addressed," and return postage will be charged at the single piece rate.

    b. "Forwarding and Return Postage Guaranteed." Mail bearing these words will be transferred without charge to a new local address or forwarded postage due to another post office. If the addressee refuses to pay the forwarding postage, the piece is returned to the sender who must pay both the forwarding and the return postage. If the piece cannot be forwarded because the new address is not known, it is given the "Return Postage Guaranteed" service.

    c. "Address Correction Requested." The addressee's new address, or the reason why the mail is undeliverable may be obtained by the sender by use of "Address Correction Requested" or "Address Correction Requested, Return Postage Guaranteed," or "Address Correction Requested, Forwarding and Return Postage Guaranteed." The following conditions apply:

        (1) A piece weighing 2 ounces or less bearing "Address Correction Requested" will be returned to the sender for a fee of 10¢ with the new address or reason for nondelivery endorsed on the piece.

        (2) A piece weighing more than 2 ounces bearing "Address Correction Requested" will not be returned, however. The address information will be placed on Form 3579 to be returned to the mailer together with the address portion of the mailing piece. Fee is 10¢.

16. Undeliverable mail (Continued)

(3) When a piece of any weight bearing the words "Address Correction Requested, Return Postage Guaranteed" or "Address Correction Requested, Forwarding and Return Postage Guaranteed" is forwarded to a new address, Form 3547 will be used to furnish the sender the new address for a fee of 10¢.

(4) When a piece, weight 2 ounces or less, bearing the words "Address Correction Requested, Return Postage Guaranteed" or "Address Correction Requested, Forwarding and Return Postage Guaranteed" must be returned to the sender because the piece cannot be forwarded, the piece will be marked with the reason for nondelivery and returned to the sender for a fee of 10¢. Under the same conditions, a piece weighing over 2 ounces is returned to the sender with a Form 3579 affixed showing the reason for nondelivery. A fee of 10¢ is charged for the Form 3579, plus return postage for the piece at the single piece third-class rate.

17. Miscellaneous:

a. Mail addressed to a foreign country may not be included in a bulk mailing. Call the Information Center for postage rates on foreign mail.

b. Matter bearing a permit imprint must not be mailed as an enclosure with other mail. Obliterate the indicia before mailing under cover of another envelope or cover with stamp or meter tape.

c. Consult the Information Center for advice on layout, placement of addresses, postage or indicia, return address, return postage, folding, etc. If possible, a sample mailing piece should be presented for inspection. It is suggested that new mailers allow us to approve the preparation of their first mailing, prior to actual deposit in the mail.

PRESORTING BY ZIP CODE

134.43 (Postal Service Manual) Preparation by mailer of pieces in packages and sacks

a. Packages (bundle or tie of mail)
b. Sacks (Post Office #2 or #3 canvas or nylon sacks)

.431 Package labels are used to show the destination of a package when the destination cannot be determined by the arrangement of the pieces in the package or by the sack label. Paper slips may be used as the package label or the top piece or wrapper may be marked or stamped with the package label information required. Label information must be legible.

The application of the package labels -- fold the label in half, putting the part with the printing in the front of the package just above the individual address and the back part behind the first mailing piece on the package. Be sure the rubber band or string holds the label in place.

NOTE: Post Offices are now supplying the new color-coded labels to customers presorting and bundling mail. The labels -- also called "dots" or "stick-ons" -- are replacing the traditional facing slips for indicating the makeup of letters and flats within bundles.

The proper position for the labels is the lower left-hand corner of the mailing piece. However, if there is copy in this area, mailers can place the dot higher on the left side of the envelope.

Customers generating a high percentage of mail which is presorted to delivery units or sectional center facilities will obviously need more dispensers with the "D" and the "3."

.432 Maximum weight in a sack -- MUST NOT EXCEED 70 POUNDS.

.433 Sack labels or "dots" will be furnished by the Post Office. Print information and do not use pencil. The top line on the sack label shows the destination of the sack. The second line shows the contents of the sack: CIRC shows it to contain circulars with most of the sack being mixed ties; ORD P shows it to be ordinary papers or mostly direct ties of circulars. The second line may show CIRC-ORD P, CIRC, or ORD P -- any one of these three is acceptable. The second line under Step D (2) of these instructions will also show the state that is contained in the sack and under Step E (2) will show to be "Mixed States" in the sack. The third line of the sack label shows where mailed.

.434 Sacks with unauthorized labels, tags or markings are not acceptable for dispatch.

.435 The address on each piece must include the ZIP Code with the following exceptions:

.435 (Continued)

The ZIP Code may be omitted from pieces bearing a simplified address (See Section 122.41, Postal Service Manual or ask for this information if needed), pieces presorted and bundled by the mailer to city, rural or star carrier routes, and pieces presorted to five-digit ZIP Code destinations consisting of either a post office having one ZIP Code or the ZIP Code delivery unit in multi-ZIP Coded post offices.

122.61 ZIP Code description is a five-digit coding system which identifies each post office and each delivery unit at large offices and associates each with the sectional center or major office through which mail is routed for delivery. The first three digits identify the sectional center of a major city. The last two digits identify the post office or other delivery unit.

122.64 Placement of ZIP Code. The ZIP Code should appear on the last line of both the address of destination and return address following the city and state. (The word "City" is not acceptable in lieu of the name.)

.436 Packages and sacks. When there are 10 or more individually addressed pieces to the destinations described below, they must be securely wrapped or tied together as a package by the mailer. You can use the large rubber bands furnished by the post office to tie. (The mailer may package less than 10 pieces in the same manner.) Packages must be sacked by the mailer when there are enough for the same destination to fill approximately one-third of a sack (approximately 20 pounds or more). The sack must be labeled to show the destination of the mail in the sack.

STEP A - Five-digit ZIP Code delivery unit packages and sacks

(1) Packages. Packages should not be any thicker than four inches or the width of the mailing piece. The mailer must prepare packages addressed to the same five-digit ZIP Code delivery unit. The pieces in the package must be faced in the same direction.

(2) Sacks. Sacks containing five-digit ZIP Code delivery unit packages must be labeled in the following manner:

FT. WORTH TX 76101
CIRCS & ORD P
FR FORT WORTH, TX 76101

STEP B - Mixed City packages and sacks

(1) Packages. Pieces remaining for a multi-ZIP Coded post office after the five-digit ZIP Code delivery unit packages (Step A above) have been prepared must be made up as a "Mixed City" package. The package must

STEP B (1) (Continued)

be labeled "Mixed City" or use the yellow "C." The label or dot may be omitted when the packages are placed in a city sack and the top piece in the package is turned or covered so that the individual address on the piece does not show, thereby indicating that the package is to be opened for distribution. The post office will furnish a pre-printed label, yellow in color, for this. The mailer should not mark on the label and must not change it to indicate another separation.

(2) Sacks. Sacks containing Mixed City packages plus any packages for five-digit ZIP Code delivery units not sacked as provided under Step A (2) above must be labeled in the following manner:

FT WORTH TX 761
CIRCS & ORD P
FR FORT WORTH, TX 76101

STEP C - Sectional Center Facility (SCF) packages and sacks

(1) Packages. Pieces remaining for the post offices in a sectional center, after the packages required under Steps A (1) and B (1) have been prepared, must be combined into an SCF package and labeled "Mixed SCF" or use the green dot "3." The label may be omitted when the packages are placed in an SCF sack and the top piece is turned or covered so that the individual address does not show, thereby indicating that the package is to be opened for distribution. The post office will furnish a pre-printed label, green in color, for this. The mailer should not mark on the label and must not change it to indicate another separation.

(2) Sacks. Sacks containing SCF packages, plus any packages for five-digit ZIP Code delivery units and Mixed City packages not sacked under Steps A (2) and B (2) must be labeled in the following manner:

SCF FT WORTH TX 760
CIRCS ORD P
FORT WORTH, TX 76101

STEP D - State packages and sacks

(1) Packages. Pieces remaining for a state after the packages required under Steps A (1), B (1) and C (1) have been prepared, must be combined in a state package and labeled "All for State" on face or use the orange "S" dot. The post office will furnish a pre-printed label, brown in color, for this. The mailer should not mark on this label and must not change it to indicate another separation. The label may be omitted when the packages

STEP D (1) (Continued)

are placed in a state sack and the top piece in the package is turned or covered so that the individual address on the piece does not show, thereby indicating that the package is to be opened for distribution.

(2) Sacks. Sacks containing State packages plus any packages for same state not sacked under Steps A (2), B (2) and C (2) must be labeled in the following manner:

DIS FT WORTH TX 760
CIRCS ORD P TX
FORT WORTH, TX 76101

STEP E - Mixed States packages and sacks

(1) Packages. All pieces remaining after the packages required under Steps A (1), B (1), C (1) and D (1) have been prepared must be combined in a mixed states package and labeled "Mixed States." This label will have to be prepared by the mailer, should use white paper, and the label should cover the top piece so the individual address will not show.

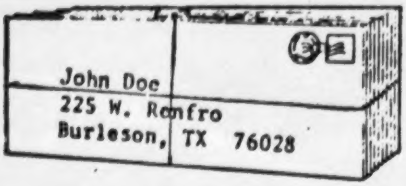
(2) Sacks. Sacks containing Mixed States packages plus any packages not sacked under Steps A (2), B (2), C (2) and D (2) must be labeled in the following manner:

DIS FT WORTH TX 760
CIRCS & ORD P STS
FORT WORTH, TX 76101

GENERAL RESUME OF THE INSTRUCTIONS:

Package labels, "dots," sack labels, rubber bands, sacks, mailing statements will all be furnished by the Postal Service upon request.

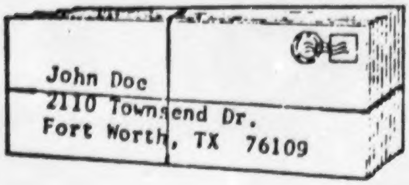
LABELING PACKAGES OF MAIL


John Doe
225 W. Renfro
Burleson, TX 76028

NO SLIP

SINGLE ZIP CODED CITY

Label not required: Address and ZIP Code on top piece of bundle shows destination. All mail in this bundle is for Sandstone and carries the same 5-digit ZIP Code.


John Doe
2110 Townsend Dr.
Fort Worth, TX 76109

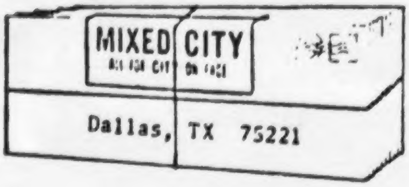
NO SLIP

5-DIGIT ZIP CODE AREA

OF MULTI-CODED CITY

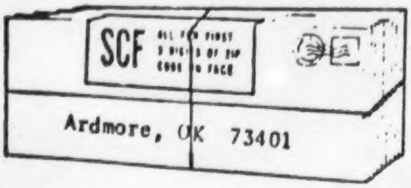
Label not required: ZIP Code identifies delivery area of a multi-coded city. All mail in this burdle is for ZONE 09 of Fort Worth, TX 761___.

MIXED CITY—ALL FOR CITY ON FACE


MIXED CITY
ALL FOR CITY ON FACE
Dallas, TX 75221

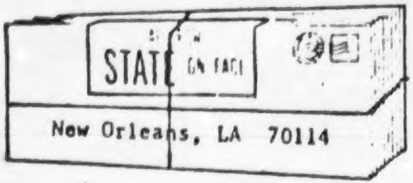
Mail for several Zones of a Multi-Coded city. Destination city must be determined from office in address or first three digits of ZIP Code. All mail in this bundle is for Dallas, TX 752___.

SCF ALL FOR FIRST 3-DIGITS OF ZIP CODE ON FACE


SCF
ALL FOR FIRST 3 DIGITS OF ZIP CODE ON FACE
Ardmore, OK 73401

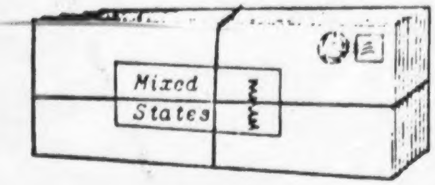
Bundle contains mail for associate offices of same SCF. First Three Digits of ZIP Code identifies SCF. All mail in this bundle is for cities in Ohio beginning with 734

ALL FOR STATE ON FACE


STATE ON FACE
New Orleans, LA 70114

This bundle contains mail for several cities in the SAME State.

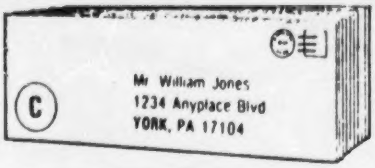
MIXED STATES


Mixed
States

This bundle contains mail for several states.

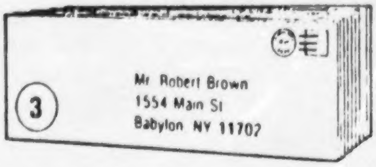
Labeling Packages of Mail with Pressure Sensitive Labels

Yellow
PS LABEL C


C
Mr. William Jones
1234 Anyplace Blvd
YORK, PA 17104

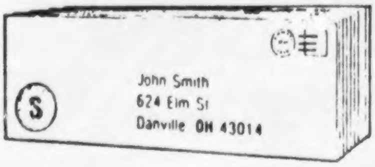
Mixed City -all for multi-coded city on face

Green
PS LABEL 3


3
Mr. Robert Brown
1554 Main St
Babylon NY 11702

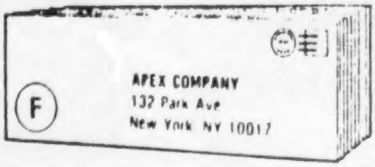
SCF-all for first 3-digits of ZIP Code on face

Orange
PS LABEL S


S
John Smith
624 Elm St
Danville OH 43014

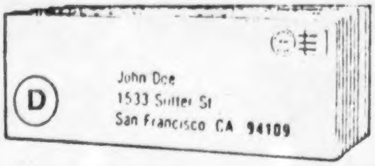
all for **State** on face

Blue
PS LABEL F


F
APEX COMPANY
132 Park Ave
New York NY 10017

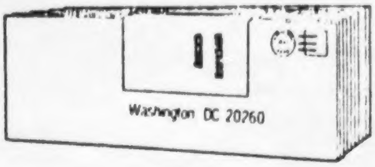
all for **Firm** on face

Red
PS LABEL D


D
John Doe
1533 Sutter St
San Francisco CA 94109

Direct -all for 5-digit ZIP Code area or single ZIP Coded city on face

White


11
Washington DC 20260

Non-standard package label - mixed states, split states, foreign

NOTICE 91, APRIL 1974

APPENDIX L

FO4-S-A (GRAD-S) F 78

SAN ANTONIO COLLEGE

PROJECT FOLLOW-UP

Please make corrections to the information above if necessary.

Dear Graduate:

We are continually striving to improve our curriculum through periodic communication with our graduates. You can help us to help others by taking a few minutes to complete this graduate survey. It will only require a few minutes of your time. Your responses will not be used individually but will be grouped together with those of your classmates and will be used only for this study.

Please complete this survey form as soon as possible and return it to us in the enclosed self-addressed, stamped envelope. Feel free to make any comments which you believe will help us develop a stronger educational institution. Thank you.

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

BEGIN HERE

SECTION A

Do not write in this column.

1 What was your primary purpose in completing your degree program at our college?

1☐ Improvement of existing "job skills"
2☐ Preparation for job to be obtained
3☐ University transfer credit
4☐ Personal and general interest
5☐ Other (describe)________________

2 Please indicate those activities most important to you during each of the following years.
(CHECK AS MANY AS APPLY IN EACH COLUMN.)

I was:

1971	1972	1973	1974	
1☐	2☐	3☐	4☐	Attending college (4 yr.)
1☐	2☐	3☐	4☐	Attending college (other)
1☐	2☐	3☐	4☐	Working in field related to program completed at our college
1☐	2☐	3☐	4☐	Working in other field
1☐	2☐	3☐	4☐	Unemployed, looking for job
1☐	2☐	3☐	4☐	Unemployed, not looking for job (traveling, homemaking, etc.)
A	B	C	D	

a. b. c. d.

3 What best describes your present status?
CHECK ALL THAT APPLY

1☐ Employed, full time
2☐ Employed, part time
3☐ Unemployed
4☐ Full-time homemaker
5☐ Looking for work
6☐ Enrolled in two-year college
7☐ Enrolled in four-year college
8☐ Other (describe)________________

GO TO SECTION B

SECTION B

IF YOU HAVE CONTINUED YOUR EDUCATION, PLEASE ANSWER THIS SECTION.

Do not write in this column.

1 What is the name of your current (or most recently attended) college?

Name ________________

City and State ________________

2 Did you have problems transferring to the college indicated above?

1☐ Yes; what?- ➡ 1☐ Transferring credit hours
2☐ No
2☐ Transcript problems
3☐ Admission problems
4☐ Other (describe)________

3 How many credit hours earned at our college were not accepted at the college indicated above?

1☐ All credit hours accepted
2☐ Lost 1 - 3 credit hours
3☐ Lost 4 - 6 credit hours
4☐ Lost 7 - 12 credit hours
5☐ Lost 13 - 20 credit hours
6☐ Lost more than 21 credit hours

4 If you are currently enrolled in college, please indicate your current status and classification at the college indicated above.

Status	Classification
1☐ Part-time student (Less than 12 hours)	1☐ Junior
2☐ Full-time student (12 or more hours)	2☐ Senior
	3☐ Graduate student
	4☐ Other________

5 How well did the program you completed at our college prepare you for continuing your education?

1☐ My preparation was excellent
2☐ My preparation was satisfactory
3☐ Good in some areas only
4☐ Fair, but all areas could have been better
5☐ My preparation was inadequate

Comments may be made on reverse side.

OVER PLEASE!

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW.

6 a. What is the highest degree you now hold?
MARK IN COLUMN D

1☐☐☐☐ Associate (A.A., A.A.S., A.S., etc.)
2☐☐☐☐ Bachelor's Degree (B.A., B.S., etc.)
3☐☐☐☐ Master's Degree (M.A., M.S., etc.)
4☐☐☐☐ Ph.D. or Ed.D.
5☐☐☐☐ M.D., D.O., D.D.S., or D.V.M.
6☐☐☐☐ LL.B., J.D. (Law)
7☐☐☐☐ B.D. or M.Div. (Divinity)
8☐☐☐☐ Other
A B C D

b. WHAT ARE YOUR FUTURE DEGREE PLANS?
MARK IN COLUMNS A, B, AND/OR C.
C — Plan to get before 1976.
B — Plan to get between 1976 and 1978.
A — Plan to get after 1978.
1☐ None

c. In what field is the above degree(s)?

____
Major field

Do not write in this column.
a.
b.
c.
d.
1.
☐☐☐☐
☐☐☐☐

SECTION C

IF YOU ARE EMPLOYED, PLEASE ANSWER THIS SECTION.

1 Is your current "primary field of employment" related to the program you have completed at our college?

1☐ Directly related
2☐ Somewhat related
3☐ No (IF NO, GO TO SECTION D)

2 What is the job title of your "primary field of employment"?

____
Job title

3 How far is your "primary field of employment" from our college?

1☐ Up to 25 miles
2☐ 25 - 49 miles
3☐ 50 - 99 miles
4☐ 100 - 199 miles
5☐ 200 miles and over

4 If you are employed full-time, please indicate your monthly salary range both during the period immediately after completing your program at our college and your present salary. This information, when combined with other members of your graduating class, will provide valuable information to other individuals in career planning.

Initial Salary		Present Salary
1☐	Up to $300	1☐
2☐	$300 to $399	2☐
3☐	$400 to $499	3☐
4☐	$500 to $599	4☐
5☐	$600 to $699	5☐
6☐	$700 to $799	6☐
7☐	$800 to $899	7☐
8☐	$900 to $999	8☐
9☐	$1,000 to $1,099	9☐
10☐	$1,100 to $1,199	10☐
11☐	$1,200 - Up	11☐

5 How satisfied are you with your present "primary field of employment"?

1☐ Extremely satisfied
2☐ Satisfied
3☐ Neutral
4☐ Unsatisfied
5☐ Extremely unsatisfied

6 How would you rate the program you completed at our college in relation to its usefulness to you in performing your job?

1☐ Very Good
2☐ Good
3☐ Neutral
4☐ Very Poor
5☐ Poor

SECTION D

EVERYONE SHOULD ANSWER THIS SECTION.

Do not write in this column.

1 If your current "primary field of employment" is not related to the program you have completed at our college (as specified in Section C) please check each reason which applies. If program is related to employment, go to Question 2.

1☐ Transferred to a four-year college
2☐ Not sufficiently qualified for a job in my field of college preparation
3☐ Preferred to work in another field
4☐ Found better paying job in another field
5☐ Could not find a job in field of preparation
6☐ Worked previously in field of preparation, but changed
7☐ Other (describe)______________________

2 Would you recommend the program you completed at our college to others?

1☐ Yes
2☐ No
IF NO, please explain.

3 Have you completed credit courses at our college since you completed your program?

1☐ Yes; how many hours?
2☐ No

1☐ 1 - 6
2☐ 7 - 12
3☐ 13 - 15
4☐ 16 - 18
5☐ More than 18

4 Comments:

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 15 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

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